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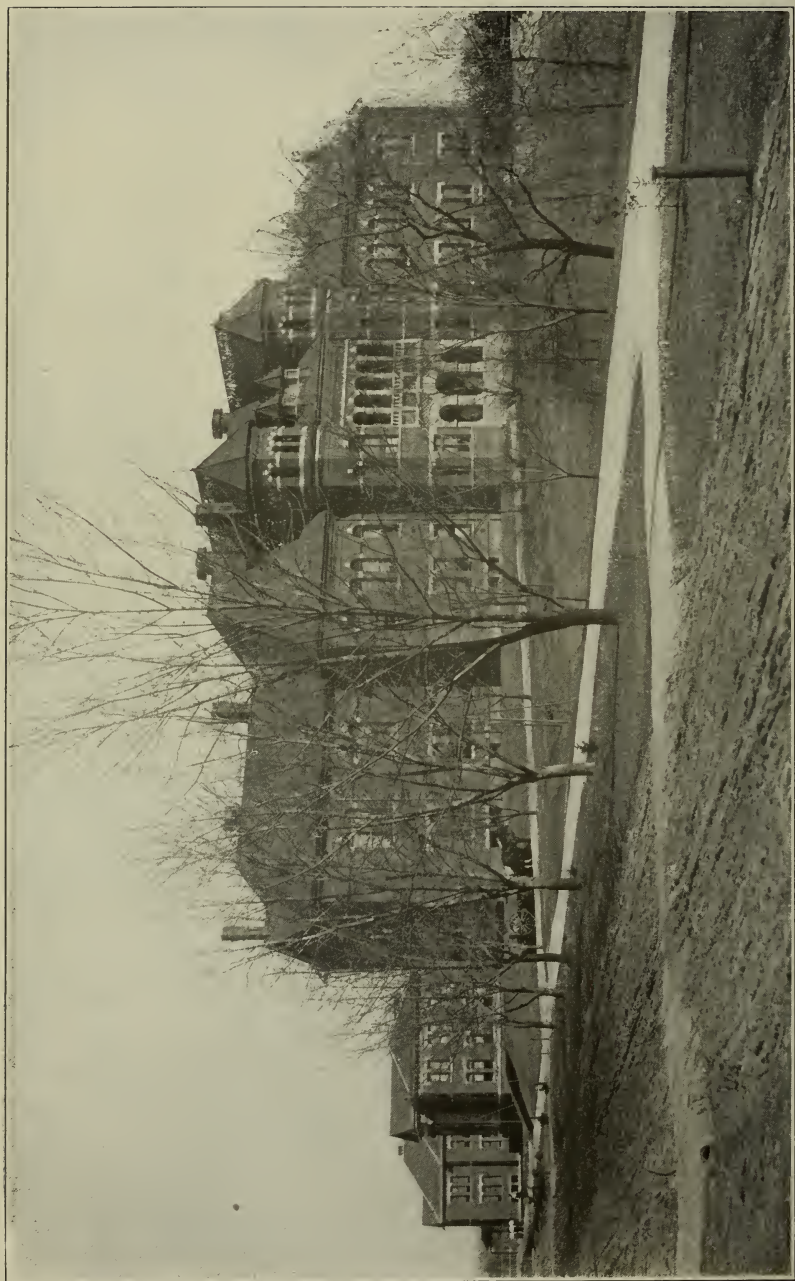
The North Carolina
State Normal
and
Industrial College



1906--1907

Greensboro, North Carolina

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FIFTEENTH ANNUAL CATALOGUE
OF THE
North Carolina State Normal
and
Industrial College

GREENSBORO,
North Carolina.



1906-1907

Every human being has a claim to a judicious development of his faculties by those to whom the care of his infancy is confided. The mother is qualified, and qualified by the Creator himself, to become the principal agent in the development of her child; * * * and what is demanded of her is---a thinking love.

PESTALOZZI

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The North Carolina State Normal and Industrial College

IDEAS FOR WHICH THE COLLEGE STANDS.

The State Normal and Industrial College stands for a public school system that will educate all the people. It teaches its students and urges them to teach others the doctrine of universal education. The authorities of the Institution regard the College as a part of the public school system of the State, and believe that it has a duty to discharge, not only to those who study within its walls, but to that great body of people who, for one reason or another, will not enter this or any other school or college. The greatest amount of educational opportunity to the greatest number of people, is its motto and its aim. Without reservation, members of its faculty stand for local taxation for public schools, and for every movement which tends to secure to the State effective teaching for every child, preparing him for productive labor and intelligent citizenship.

The Institution undertakes to emphasize in every legitimate way that any system of education which refuses to recognize the equal educational rights of women with those of men is unjust, unwise, and permanently hurtful.

I respectfully submit that there is no part of North Carolina's public educational system from which she can expect more in proportion to what she has expended than she may reasonably hope to reap from the work of this College. It is the only college in North Carolina for women of the white race which has an appropriation from the State.

One-third of the population of North Carolina is composed of women and girls of the white race, and the opportunities given to this class of our population will determine North Carolina's destiny. The chief factors of any civilization are its homes and its primary

schools. Homes and primary schools are made by women rather than by men. No state which will once educate its mothers need have any fear about future illiteracy. An educated man may be the father of illiterate children, but the children of educated women are never illiterate. Three-fourths of all educated women in North Carolina spend a part of each day educating their own children or the children of others, whereas, three-fourths of the educated men in the State spend a very short time daily with their own children, to say nothing of educating them.

Money invested in the education of a man is a good investment, but the dividend which it yields is frequently confined to one generation and is of the material kind. It strengthens his judgment, gives him foresight, and makes him a more productive laborer in any field of activity. It does the same thing for a woman, but her field of activity is usually in company with children, and therefore the money invested in the education of a woman yields a better educational dividend than that invested in the education of a man. Therefore, the State, for the sake of its present and future educational interests, ought to decree that for every dollar spent by the government, State or Federal, in the training of men, at least another dollar be invested in the work of educating women.

If it be claimed that woman is weaker than man, then so much the more reason for giving her at least an equal educational opportunity with him. If it be admitted, as it must be, that she is by nature the chief educator of children, her proper training is the strategic point in the universal education of any race. If equality in culture be desirable, and if congeniality between husbands and wives after middle life be important, then a woman should have more educational opportunities in youth than a man; for a man's business relations bring him in contact with every element of society, and if he have fair native ability he will continue to grow intellectually during the active period of his life, whereas, the confinements of home and the duties of motherhood allow little opportunity to a woman of any culture except that which comes from association with little children. This experience which comes from living with innocent children is a source of culture by no means to be despised, but how much better would it be for the mother and the father and the children if the mother's education in her youth could always be such as will enable her in after life to secure that inspiration and solace and power which comes from familiarity with the great books of the world.

CHARLES DUNCAN McIVER.

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COLLEGE CALENDAR

1907-1908

1907—September 18. Wednesday—

Registration.

Entrance Examinations.

September 19. Thursday—

Entrance Examinations.

Examinations for Advanced Classes.

September 20. Friday—

Entrance Examinations.

Examinations for Advanced Classes.

November 28. Thanksgiving Day—

Holiday.

Christmas. Recess from December 21 to January 2, inclusive.

1908—January 27. Monday—

Spring Term begins.

May 24, 25, 26. Sunday, Monday, and Tuesday—

Commencement Exercises.

BOARD OF DIRECTORS.

B. F. AYCOCK	Wayne County
T. B. BAILEY	Davie County
A. J. CONNER	Northampton County
S. M. GATTIS	Orange County
R. T. GRAY	Wake County
J. Y. JOYNER	Guilford County
C. H. MEBANE	Catawba County
J. D. MURPHY	Buncombe County
J. L. NELSON	Caldwell County
WALKER TAYLOR	New Hanover County
T. S. McMULLAN	Perquimans County

OFFICERS OF THE BOARD

J. Y. JOYNER, State Superintendent of Public Instruction,
Ex-officio, President.

A. J. CONNER, Secretary.

E. J. FORNEY, Treasurer.

EXECUTIVE COMMITTEE

S. M. GATTIS, Chairman.

R. T. GRAY.

J. D. MURPHY.

J. Y. JOYNER.

FACULTY

CHARLES D. McIVER, LL. D. †
Civics

JULIUS I. FOUST, Ph. B.
ROBERT A. MERRITT, A. B. Assistant
Pedagogics

WILLIAM C. SMITH, Ph. B.
NELLIE ASHBURN BOND, Assistant
CHRISTINA M. SNYDER, A. B., Assistant
MARTHA ELIZABETH WINFIELD, Assistant
English

GERTRUDE W. MENDENHALL, B. S.
CORA STRONG, A. B., Assistant *
NETTIE LEETE PARKER, Assistant
Mathematics

EUGENE W. GUDGER, M. S., Ph. D.
Geology, Biology, Physical Geography, and Botany
REBECCA SCHENCK, Assistant
History

ANNA M. GOVE, M. D.
PATTIE McADAMS, Assistant
Physiology and Hygiene

WILLIAM C. A. HAMMEL
JULIA M. RAINES, Assistant
Physics and Manual Training

MARY M. PETTY, B. S.
Chemistry

MARY SETTLE SHARPE
Reading and Elocution

VIOLA BODDIE
MARY TAYLOR MOORE, Assistant
Latin

NENA MORROW
French and Spanish
BERTHA M. LEE
German

† Deceased

* On Leave of Absence

FACULTY—Continued

HERMANN H. HOEXTER, B. S.
Vocal Culture

LAURA L. BROCKMANN
Piano and Harmony

MYRA ALDERMAN ALBRIGHT
Piano

CHARLES J. BROCKMANN
Stringed Instruments and Piano

MELVILLE VINCENT FORT
Industrial Art

MINNIE L. JAMISON
ELIZABETH WATERS
Domestic Science and Art

E. J. FORNEY
BESSIE DANIEL, Assistant
Commercial Department

SUPERVISING TEACHERS OF TRAINING SCHOOL AND THEIR ASSISTANTS

J. I. FOUST
R. A. MERRITT
W. H. SWIFT
LEAH D. JONES
IOLA V. EXUM
ANNIE W. WILEY
JULIA M. RAINES
ANNIE MARTIN McIVER
RUTH FITZGERALD
ETHEL LEWIS HARRIS
EMMA SHARPE AVERY
FRIES HALL
MAY HAMPTON
LIZZIE McIVER WEATHERSPOON
ANNE LEE SHUFORD

OFFICERS OF THE INSTITUTION

CHARLES D. McIVER *
President

JULIUS I. FOUST
Acting President and Dean

SUE MAY KIRKLAND
Lady Principal

ANNA M. GOVE
Physician

PATTIE McADAMS
Trained Nurse

ELIZA N. WOOLLARD
Assistant Nurse

SOPHRONIA HIATT
Matron

KATHERINE DAVIS
Supervisor of Dining Room

E. J. FORNEY
Bursar

ANNIE G. RANDALL
Supervising Editor State Normal Magazine

LAURA H. COIT
Secretary

ANNE LEE SHUFORD
Registrar

MAMIE G. BANNER
Stenographer

ANNIE F. PETTY
Librarian

IOLA WHITE
Assistant Librarian

* Deceased.

IMPORTANT DIRECTIONS

1. The attention of the student is called to the college calendar. **See page seven of this catalogue.** All students are required to be present on the opening day.

2. When application is made for admission, the applicant should not fail to give her county.

3. Special attention is called to the article on "Requirements for Admission."

4. The rooms in the dormitories have been comfortably fitted up, and the beds have good springs and mattresses. Each student is expected to bring for her own use the following articles: One pillow and two pairs of pillow cases, two pairs of sheets, two pairs of blankets, two counterpanes, six towels and six table napkins; one spoon, knife, and glass for individual use in her room. **Only single beds are used.**

5. If, after examining this catalogue carefully, further information is desired, it can be obtained by addressing J. I. Foust, Dean, Greensboro, N. C.

The State Normal *and* Industrial College

HISTORY OF ITS ESTABLISHMENT

By act of the General Assembly of 1891, the North Carolina State Normal and Industrial College was established.

In 1886, the Teachers' Assembly, then in session at Black Mountain, passed unanimous resolutions asking for the establishment of a Normal College, and appointed a committee to memorialize the General Assembly on the subject. Each succeeding Teachers' Assembly, up to 1891, passed similar resolutions, and appointed similar committees to present the question before the Legislature. In his biennial reports to the General Assembly, Hon. S. M. Finger, State Superintendent of Public Instruction, repeatedly urged the importance of establishing the Institution. But it was not until the session of 1889 that the question really came before the General Assembly for serious consideration. At that session the bill presented by the committee from the Teachers' Assembly passed the Senate by a large majority, but failed in the House by only a few votes.

By the time the next General Assembly had met, in January, 1891, the late Governor Fowle had, in his message to the General Assembly, urged the establishment of the Institution. In the meantime, the King's Daughters had petitioned the Legislature to establish an Industrial School for girls. The North Carolina Farmers' Alliance, in 1890, at its annual meeting in

Asheville, passed resolutions asking the State to aid in the higher education of girls and women. Hon J. L. M. Curry, Agent of the Peabody Fund, appeared before the General Assembly and made an earnest and powerful plea for a Normal College, and through him the Peabody Fund gave substantial aid to the Institution.

The committee from the Teachers' Assembly suggested the establishment of a Normal College with industrial features, whereupon the act establishing the Normal and Industrial College was passed, and an annual appropriation made for its maintenance. The management of the Institution was placed in the hands of a Board of Directors, consisting of one member from each of the Congressional districts, the first Board being elected by the General Assembly of 1891. The State Superintendent of Public Instruction is, *ex-officio*, an additional member of the Board, and its President.

The act establishing the Institution required that it should be located "at some suitable place, where the citizens thereof will furnish the necessary buildings, or money sufficient to erect them."

The Board of Directors decided to accept the offer made by the city of Greensboro, which was \$30,000 in money, voted by the town, and a beautiful ten-acre site, located in the corporate limits, and donated by Messrs. R. S. Pullen, R. T. Gray, E. P. Wharton, and others.

Since the original donation the Directors have purchased about 116 acres of land.

PURPOSE AND ORGANIZATION

In Section 41 of the Constitution of 1776, adopted at Halifax, the State acknowledges its obligation to provide educational facilities for the "instruction of youth" at "low prices," and the section closes with

the words, "and all useful learning shall be encouraged in one or more universities."

This mandate had been only partially obeyed. The State University for young men began its career of usefulness very soon after the adoption of the Constitution. In 1888 the Agricultural and Mechanical College, also for young men, was established under State auspices, and by the aid of the State and of the National government. But it took the State more than a century to come to a practical realization of the fact that "youth" means young women as well as young men. From one-half to nine-tenths of the money used to employ instructors in higher education for young men is paid by State and Federal annual appropriations, or by the income from endowment funds. It was largely in response to the just sentiment that, if the State proposes to pay nearly all the expenses of a young man's higher education, it ought to do at least as much for his sister, that The Normal and Industrial College was established. It is not exclusively for people who feel unable to go elsewhere, any more than are those institutions for young men where the faculty are paid by State appropriations, or by incomes from endowment funds. The State wants this Institution to be good enough for any of its citizens, and the expenses low enough for all.

As the name of the Institution and the history of its establishment would indicate, it is a combination of a Normal College and an Industrial School, the former being the predominating feature.

The purpose for which the Institution was created is clearly stated in Section 5 of the Act establishing it. It is as follows:

SECTION 5 *The object of this Institution shall be (1) to give to young women such education as shall fit them for teaching; (2) to give instruction to young women in drawing, telegraphy, typewriting, stenography, and such other industrial arts as may be suitable to their sex and conducive to their support and*

usefulness. Tuition shall be free to those who signify their intention to teach upon such conditions as may be prescribed by the Board of Directors."

It is the general purpose of the Institution to give such education as will add to the efficiency of the average woman's work, whatever may be her field of labor. To that end there are three distinct departments in the course of study. But the value of the training received in either department will be greatly enhanced by a mastery of the work in the other two. The course of study has been arranged with a view to meeting the needs of the young women of North Carolina, and it embraces—

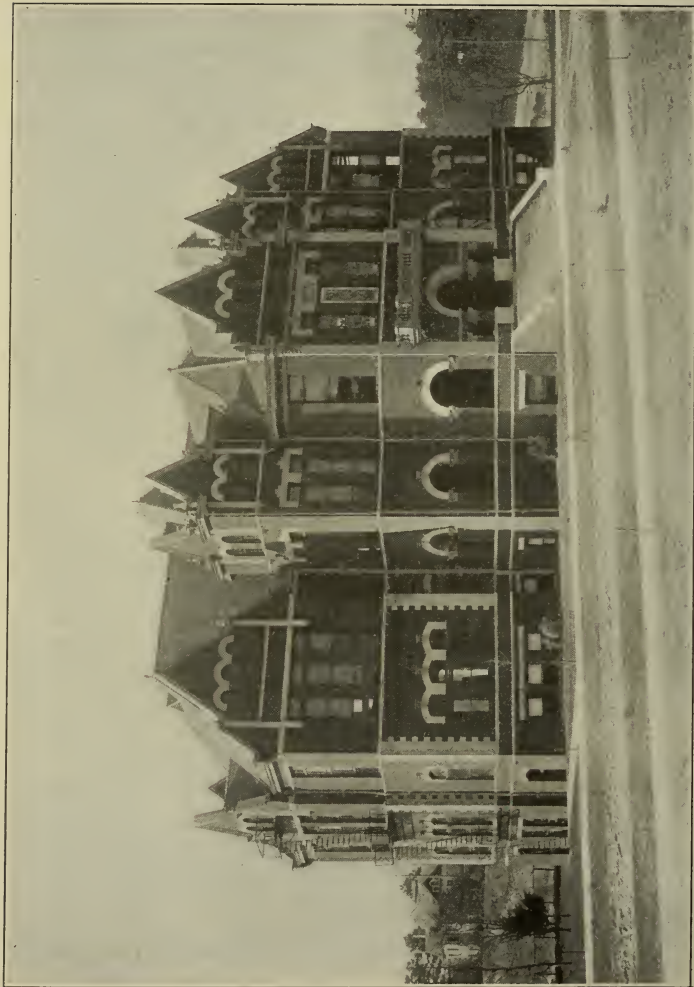
1. The Normal Department.
 2. The Commercial Department.
 3. The Domestic Science Department.
-

NORMAL DEPARTMENT

The aim of this department is to fit women for the profession of teaching. The foundation equipment of a real teacher is accurate and thorough scholarship, and the department will make this its first aim. But not all scholars are teachers. A teacher must not only have learned to think and to know something, but must also be able to guide the minds of others according to the laws of intellectual development.

Briefly stated, it will be the object of this department not only to give the best literary and scientific education, including work in English and History, Mathematics, Natural Science, Manual Training, Ancient and Modern Languages, Industrial Art, Vocal and Instrumental Music, and Physical Culture, but also to give such a course in the Principles and History of Education and in the Science and Art of Teaching as will give the student the ability and the inclination to teach others. One who has the

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right kind of education will want other people to have it. This is the spirit of the true teacher, who, in his heart, must be a genuine philanthropist.

If the conditions permitted, it might be well for this Institution to confine itself exclusively to higher professional work, receiving as students only those who have graduated from other Colleges. This would be an ideal normal college, but would be, as it has generally been elsewhere when tried, a practical failure in North Carolina. For, while a number of bright ambitious graduates from other institutions apply each year for admission into the Normal and Industrial College, the State would not, and should not, under present conditions, support an institution for that small number.

Therefore The State Normal and Industrial College will pursue the course followed by nine-tenths of the normal colleges of this country, and devote itself to establishing and maintaining a high standard of scholarship and professional skill among the teachers of the State.

COMMERCIAL DEPARTMENT

The business, or commercial course, embracing such subjects as Stenography, Typewriting, Telegraphy, and Bookkeeping, is intended especially for those women who are thrown upon their own resources, but who do not care to teach. A part of this work, however, ought to be included in any course of general education.

DOMESTIC SCIENCE

The authorities of the Institution recognize the fact that the natural and proper position in life for the average woman is at the head of her own house-

hold. Exceptions, however numerous, do not affect this rule.

In addition to the training in other departments, the course in Domestic Science will include theory and practice in the following subjects: Cooking, Sewing, Cutting and Fitting, Care of the Sick, and General Household Economy.

SPECIAL DEPARTMENTS

In addition to what has already been mentioned, though partially included by it, there will be the following departments:

1. Voice Culture—including Vocal Music, Reading, and Elocution.

2. Physical Culture—including Gymnastics, Calisthenics, and such exercises as are best suited to meet individual needs, and to promote the health and strength of the students. Lectures on Physical Culture and on Personal and Public Hygiene will be given by the resident physician, under whose supervision this department will be conducted.

3. Industrial Art—including Form-Study and Free-Hand Drawing, Architectural and Mechanical Drawing, Wood Carving, Designing and Decorative Art, and the History of Art.

4. Instrumental Music—including Pianoforte, Violin, and the other Stringed and Orchestral Instruments. For charges in this department, see Department of Instrumental Music.

5. Manual Arts—For special courses offered by this department, see latter part of this catalogue.

Courses of Instruction

PEDAGOGY

JULIUS I. FOUST

ROBERT A. MERRITT, Assistant

Teaching is an art, and, like all other complex arts, has reached its present stage of development through a slow and laborious process of evolution. All right teaching must be based on well-defined principles of individual and social life and development, and on a clear comprehension of the aim and purpose of education. The teacher of children should be a person of broad and accurate scholarship. But this alone is not sufficient. She should know the best that has been done and said in the line of her work. She should know something of the nature and growth of the child's mind. She should be acquainted with the best modern practice in teaching, the theories on which such practice is grounded, and the historical steps by which both theory and practice have been reached. These constitute the history, the science and philosophy, and the art of education, to give an introduction to which is the purpose of the work in this department.

COURSE OF STUDY

Course I.—Elementary Psychology, with special reference to the laws of mental development, the getting of knowledge and skill, and the formation of the will, and to the application of these laws in the education of children. This work is largely inductive, with original observations. Lindner's *Empirical Psychology*.

Course II.—(a) History of Education—Painter's History of Education and Munroe's Educational Ideal, with parallel reading in Compayre's History of Pedagogy, Quick's Educational Reformers, Browning's Educational Theories, Williams' History of Modern Education, etc.; (b) Special study of Bacon, Comenius, Locke, Rousseau (*Emile*), Pestalozzi

(Life and Works by DeGuimps), Froebel (Education of Man), and Spencer (Essays on Education).

Course III.—(a) Science and Art of Education—Rein's Outlines of Pedagogy, McMurry's Method of the Recitation; (b) Special study of methods of teaching the subjects ordinarily taught in the public schools—McMurry's and other books on special method are read; (c) Teaching in the training school under the direction and criticism of the head of the department and the supervising teachers; (d) Experiments with small classes in special subjects.

Course IV.—Brief course in principles and methods of teaching, discipline, and general school management, and a concise review of the studies of the public schools of the State. This course is intended for those who cannot remain in school long enough to complete the whole of Courses I, II, and III. McMurry's books on special method are used as texts. Members of this class give as much time to the training school as can be arranged for.

Courses I and II come regularly in the Junior year, and Course III in the Senior. Course IV will in no case be taken as a substitute for Courses I, II, or III.

Graduate Courses.—These courses are open to all graduates of this College, and to all others whose general education, pedagogical reading, and experience in teaching have been such, in the judgment of the faculty, as to enable them to undertake the work with profit to themselves. It is expected that those taking any of these courses will gain a more thorough understanding of educational principles and a greater mastery of one or more phases of school-room work than can be gained through the undergraduate courses.

Special work is offered in Reading, Arithmetic, and Elementary Geometry, History, Elementary Science, English, Geography, and the general subject of Primary Teaching. Every student is advised to take at least two of these subjects. For this work the class meets in sections.

All graduate students are organized into one class, meeting five hours a week, for reading and lectures on the Philosophy of Education. Among the books read and discussed are Lange's Apperception, Joseph Payne's Lectures on Education, Davis' Inductive Logic, Dorpfield's Thought and Memory, DeGuimps' Life and Works of Pestalozzi, Froebel's Education of Man, McMurry's Course of Study, in eight grades, and Mace's Method in History.

TRAINING SCHOOL FOR TEACHERS

“A normal school without a practice school is like a swimming school without water.” All theories of method should be tested in actual school-room work. Students should see the result of the continued application of principles under competent supervision. They should also do some regular and definite work, with intelligent and kindly criticism, for a few hours a week through the whole of one year, at least. This work should be done in a school presenting as nearly as possible the ideal conditions of that class of schools in which most of the students will afterwards teach.

The Training School contains eight classes with a total of over three hundred children. The daily sessions are from 8:45 to 2:30, five days in the week. Most of the regular teaching is done by students from the College, under the direction and supervision of supervising teachers and the head of the department. All members of the Senior Class receiving free tuition and all special students of pedagogics are required to teach a period a day through the entire year. Some others are permitted, by special arrangements, to teach or to observe the work done in the school.

CORRESPONDENCE COURSES

In order to extend the influence of the College, and that it may be especially helpful to the teachers, and through them to the schools of the State, the following correspondence courses are offered in the history, science, and art of education. These courses cover substantially the same ground as the similar course in the College. Students will be directed and aided in their studies by means of printed or written suggestions, and outlines of study, informal correspondence, and written reviews and examinations made from time to time, as integral portions of a course are finished. Condensed typewritten accounts of lectures delivered in this department will be furnished to correspondence students.

This work should be especially helpful to those actually engaged in teaching, and anyone may easily find time to take at least one course each year.

These courses are open to men and women alike.

Course I.—Educational Psychology and Child Study.

Course II.—History of Education and the development of modern educational ideals, methods and systems. This course includes reading in the principal great educational classics, and a study of the lives of educational reformers.

Course III.—Science and Art of Education. A study of the purpose of education, the value and relation of the subjects of the school course, general and special methods; discipline, organization, and management of schools.

Course IV.—Advanced work in special methods, similar to that outlined for graduate students, or in any one of the preceding subjects. This course (IV) is intended for graduates of this College and others who may have done an equal amount of pedagogical reading. The work will be guided chiefly by informal correspondence.

ENGLISH

WILLIAM C. SMITH
NELLIE ASHBURN BOND
CHRISTINA M. SNYDER
MARTHA E. WINFIELD

For entrance requirements in English see Admission Requirements.

Freshman: Three periods a week. The theory of Paragraph Structure. Frequent and Regular Theme-writing. "English Poems from Chaucer to Kipling." Tennyson's Princess, Carlyle's Burns, De Quincey's Joan of Arc.

Sophomore: Three periods a week. General Rhetoric. Frequent and Regular Theme-writing. Shakespeare's Macbeth and Hamlet, Macaulay's Essays. Ruskin's Essays, Tennyson's Idylls of the King.

Junior: Three periods a week. Specimens of Description and Exposition; Arnold's Essays; Poetics; Byron's Childe Harold, Poems of Wordsworth, Shelley and Keats.

Senior: Three periods a week. Essays on Poetry and Literary Criticism. English Poets of the Victorian Age.

READING AND ELOCUTION

MARY SETTLE SHARPE

The department is designed to produce good readers, and to excite within the students an admiration for the highest, noblest models in literature, art, and oratory. The aim of the department is to give the best training in the following subjects:

1. Physiology of the Voice-Producing Organs, Exercises in Breathing, Articulation, Inflection, Emphasis, and Tone Coloring.

2. Voice Culture, with practical exercises for acquiring power, smoothness, resonance, flexibility, and sympathy of tone.

3. Principles of Gesture.

Students are required through the entire course to make practical application of these principles in reading and reciting selections from the best authors of English and American Literature.

HISTORY

WILLIAM C. SMITH

REBECCA SCHENCK

Applicants for admission to the Freshman Class must pass satisfactory entrance examinations on United States History, and on the History of England, or the History of Greece and Rome.

Course I.—European History.—Three periods a week. Special attention given to English History. A text-book is used, but this is supplemented by informal lectures and by assigned readings designed to serve as the basis of written reports.

Course II.—Civics.—Three periods a week. The State's chief object in establishing and fostering public schools, high and low, is to make good citizens.

The Normal and Industrial College, receiving a part of its support from legislative appropriation, and being charged with the duty of preparing teachers to work in the schools of the State, proposes to emphasize by its course of study, and in every other legitimate way, the dignity and duty of citizenship. A public-school teacher should be prepared to teach, in connection with the history of the State and of the United States, the rights, privileges, and duties of a citizen.

This subject is taught by lectures and by use of text-books, and is in charge of the President of the College, and Mr. Smith. The text-books used are Finger's Civil Government, Peterman's Civil Government, Peele's Lives of Distinguished North Carolinians, and Curry's Southern States of the American Union.

Course III.—North Carolina History.—Three periods a week. This course is designed to connect with and to supplement the work in Civics. No text-book is used. Lectures are given on the constitutional and political history of North Carolina. The Colonial Records and other material relating to our State History afford a basis for class discussions and topical reports. A thesis giving evidence of original research is required of every member in the class.

MATHEMATICS

GERTRUDE W. MENDENHALL
NETTIE LEETE PARKER, Assistant

Applicants for the Freshman Class must pass satisfactory examinations in Arithmetic and Elementary Algebra.

Freshman: Four periods a week. Plane Geometry, with constant exercise in original demonstrations.

Sophomore: Four periods a week. First Term.—Solid and Spherical Geometry, three periods. Higher Algebra, one period.

Second Term.—Higher Algebra, two periods. Trigonometry, two periods.

Junior: Three periods a week. Analytical Geometry and Conic Sections.

Senior: Four periods a week. Differential and Integral Calculus.

BIOLOGY AND GEOLOGY

EUGENE W. GUDGER, M. S. PH. D.

Freshman Biology.—Two periods a week from the beginning of the year to the end of the first term.

This course is optional with Manual Training in the Bachelor of Pedagogy, Bachelor of Science and Bachelor of Music Courses.

While Freshman Biology is to some degree an introduction to General Biology, it is especially designed for and adapted to the needs of students who intend to take Domestic Science. The course consists of recitations, laboratory work, and written tests. Mi-

microscopic forms of plant and animal life are studied, the major portion of the work being devoted to yeasts, bacteria, and moulds in their relation to our homes and lives. The course ends with the study of a green plant and of an animal high enough in systematic position to make clear the essential differences between plants and animals. This course is made very practical. As far as possible observations are made not merely on experiments in the laboratory but by means of field trips the larger operations of bacteria and moulds and the interaction of animals and plants are emphasized. No one text is used but a number of excellent books are available, references to which are posted weekly.

Freshman Botany.—Two periods a week throughout the second term.

This course is a continuation of Freshman Biology and is open to all students who have taken that course. It consists of recitations oral and written, laboratory work and field trips. It deals first with the plant as a whole, then analyzes it into its parts and studies the function of each part and that of the plant as a unit. Next the plant in its environment is studied with special reference to its struggle for existence. Finally, a sufficient number of flowers is analyzed to familiarize the students with the use of the key and the principles of classification. The object of this course is not to have the students learn the names and peculiarities of any set number of flowers, but to give them some knowledge of the lives, activities, and interrelationships of plants which they can use in their teaching. To this end weekly walks are taken in the park adjoining the campus and on alternate Saturdays longer excursions are made into the surrounding country. Bailey's Elementary Botany is used as a textbook.

General Biology.—Four periods a week throughout the Senior year. This course, consisting of one period of recitation and three of laboratory work a week

is designed as part of the liberal education of every student, and is open to all candidates for the degrees of Bachelor of Pedagogy, Bachelor of Arts, and Bachelor of Science. This course may be taken without previous preparation in natural history, but it is strongly recommended that students take the courses in Freshman Biology and Botany first.

In the laboratory, each student studies with the microscope, or dissects, selected plants and animals, from the simpler, such as yeast and ameba, to the more complex, such as the stonewort and the frog. In the spring a brief course in the embryology of the frog is given. The object of this course is not so much to teach the facts of the structures of plants and animals, as it is to inculcate the great principles and generalizations of Biology, to show the dependence upon each other of all living things, and to prepare the student to make use of these in her teaching.

Field trips form an integral part of the work. On these trips the students study the plants and animals in their natural environment and at the same time aid in collecting material for subsequent study. The course is based on the forms treated of in Andrews' Laboratory Guide, Parker's Elementary Biology, and Sedgwick and Wilson's General Biology.

Nature Study.—

In view of the growing interest shown in nature study in the public schools, attention is called to the fact that those students who take the courses outlined above, including the field trips, will be fairly well prepared to make use of nature study as a means in their teaching. This is one of the chief things kept in mind in outlining all the work in Biology.

Geology.—*Four periods a week throughout the Senior year.* This course is open to students taking the Bachelor of Pedagogy, Bachelor of Arts, and Bachelor of Science degrees.

As a prerequisite to this course, Physical Geography must have been taken, and a thorough knowledge of the general principles of Physics and Chemistry is absolutely necessary. Dynamical and Structural Geology are carefully studied and the principles involved are, as far as possible, illustrated by observation upon the processes now at work on the surface of the earth. The course concludes with a study of Historical Geology, in which it is aimed to trace the development of life on the earth and the gradual formation of the continents. While the cultural value of this study is not minimized, especial emphasis is laid on its helpfulness in the teaching of geography, and much of the work will be done out of doors. The text used is Fairchild's revision of Le Conte's Elements of Geology.

Equipment.—The department is well equipped for practical work. There are thirteen complete compound microscopes, a good microtome, and a fine water bath, together with an ample supply of glassware and reagents. Dissecting instruments are supplied the students without charge. For work in Geology, there are good collections of minerals, rocks and fossils. The library is fairly well supplied with works of reference for Biology and Geology and new books are being constantly added.

CHEMISTRY

MARY M. PETTY

Course I.—General Chemistry. Instruction in this department is given by lectures, illustrated by experiments, general discussion, and laboratory work. Each student will perform a given number of experiments in order to become acquainted with the nature and behavior of the various substances treated of in lectures. The latter part of the year will be devoted to simple methods of analysis.

Course II.—Organic Chemistry. This course is offered to the students in the Domestic Science department. It consists of two hours a week in organic chemistry, paying special attention to the chemistry of foods. It must be preceded by the work of Course I.

Course III.—Analytical Chemistry. This course is offered to those students who wish to prepare themselves for special work in this line, and who have completed the science work of the Sophomore and Junior years.

The students will be expected to become familiar with the most common elements, and be able to detect them either free or in compounds. They will also have some instruction in the quantitative analysis of compounds.

PHYSICS

WILLIAM C. A. HAMMEL

The course in Physics extends through the Junior year, and must be preceded by Chemistry. The first half of the year is given to Air, Liquids, Heat, and Dynamics; the second half to Electricity, Magnetism, Light, and Sound.

It is the purpose of the work to make the student acquainted with the principal laws and phenomena in the various divisions of the subject, to direct attention to the operation of the laws in the world about her, to explain some of the machines and instruments in which the laws have been applied, but, above all, to teach the student to observe correctly and accurately, and to seek an explanation of what has been observed.

The instruction is given by lectures, recitations and laboratory work. The student is required to construct simple and inexpensive apparatus, perform experi-

ments, and then write full descriptions and explanations of the phenomena observed.

The department offers a post-graduate course to those desiring more advanced work.

MANUAL TRAINING

WILLIAM C. A. HAMMEL
JULIA M. RAINES, Assistant

Freshman.—Reed Basketry; Paper Work; Color Work.

Sophomore.—Clay Modeling; Card-board Work; Venetian Iron Work.

Junior.—Clay Modeling; Textiles; Mechanical Drawing; Knife Work.

Senior.—Clay Modeling; Basketry; Mechanical Drawing; Tool Work.

LATIN

VIOLA BODDIE
MARY TAYLOR MOORE, Assistant

Preparation.—The course in Latin presupposes two years of competent instruction in the subject, involving the Roman pronunciation, careful attention to quantity and accent, systematic drill in grammar, attended by daily exercises in prose composition, and the reading of some elementary reader together with four books of Cæsar's Gallic War, or their equivalent.

General Statement.—It is the purpose of this department to direct the student to a broad cultural study

of the language, literature and life of the Romans. The course offers not only a systematic study of grammar and of prose composition together with the reading of authors in culture-historical sequence, but a systematic study of Roman culture history in English, in connection with the reading of the authors selected.

Course I.—Roman Oratory. Prose Composition with study of Latin Synonyms, using Cicero's Oration as the basis of study. Four hours a week. First term for Freshmen.

Course II.—Roman Letters. Lectures on Roman Life. Authors read: Cicero, Horace, Pliny. Four hours a week. Second term for Freshmen.

Course III.—Epic Poetry. Vergil; Selections from earlier forms of the Roman epic; Lectures on topics related to epic poetry. Four hours a week. First term for Sophomores.

Course IV.—Roman Lyric Poetry. Horace's Odes used as the basis of study. Four hours a week. Second term for Sophomores.

Course V.—Roman Historical Writing. Livy; Tacitus; Composition. Three hours a week. First term for Juniors.

Course VI.—Satire. Horace; Selections from Persius, Juvenal and Petronius. Three hours a week. Second term for Juniors.

Course VII.—Comedy. Plautus; Terence; Lectures. Three hours a week. First term for Seniors.

Course VIII.—Latin Language and Literature. Three hours a week. Second term for Seniors.

The reading at sight of numerous selections from the several forms and periods of Latin literature constitutes an important part of this course.

FRENCH

NENA MORROW

The aim of this department is to enable students to read, write, and speak the French language. Stress is laid upon idiomatic construction and composition throughout the course; dictation exercises are given and poetry is occasionally memorized.

Two years of preparatory work in Latin or French is required for admission to the Freshman Class. (See entrance requirements.)

Course I.—Freshman. Advanced Grammar and reading of selected novels by Daudet, Erckmann, Chatrian, and other writers.

Course II.—Sophomore. French History; selected readings from the Historians, and Composition.

Course III.—Junior. Literature to the close of the eighteenth century; Readings from Corneille, Racine, Molière.

Course IV.—Senior. The Literature of the nineteenth century. Readings from Hugo and other modern writers.

GERMAN

BERTHA MARVIN LEE

The department offers two distinct courses.

I. Course A. Arranged primarily for students in the Bachelor of Arts course, comprises four years (fourteen hours). The only preparation necessary for this course is the requirement for entrance to the Freshman Latin class.

II. Course B. Arranged for students who have

had no Latin. The maximum number of hours required in this course is fourteen hours; the minimum, eleven.

The two conditions for admission to Course B are previous admission to the Freshman English class and the passing of an examination on the rudiments of German inflection and conjugation.

Course A.—First year. Grammar; Modern Prose.

Course A.—Second Year. Grammar; German Classics.

Course A.—Third Year. German Classics; Composition.

Course A.—Fourth Year. German Idioms and Synonyms as used in the modern novel.

Course B.—First Year. Science Readers; Grammar.

Course B.—Second Year. German Classics; History of Germany.

Course B.—Third Year. Composition; Reviews, pedagogical and scientific.

Course B.—Fourth Year. The German in Poetry Music and Art.

PHYSIOLOGY AND HYGIENE

ANNA M. GOVE

Hygiene. A course of lectures in practical care of health.

Senior.—Physiology and Hygiene. This course aims to give a practical knowledge of the cells, tissues, and organs of the body, of the general structure

and functions, and to apply this knowledge to the consideration of diet and other practical hygiene.

The course is illustrated by simple laboratory work, use of microscope, and dissection of lower animals.

PHYSICAL CULTURE

MARY SETTLE SHARPE

Owing to present lack of adequate provisions for a gymnasium, a systematic course of physical culture is not available, but each student is required to spend some time each day, if weather be suitable, in out-door exercise, walking or games.

VOCAL MUSIC

HERMANN H. HOEXTER, B. S.

In vocal music two distinct courses are provided. The first is the general course offered in the Freshman year of each regular degree course, aiming to give to all students who are preparing to teach in the public school, (1) a thorough training in sight reading; (2) a general knowledge of scales and chords with their application in making rote-songs, and (3) an aesthetic appreciation for what is best in musical literature. At the completion of this course, students should be able to present the elements of correct singing to their classes and judiciously carry out the work in each grade as this is outlined by the special teacher of music.

Supervisors Course.—The second is a special course in music intended primarily for those desiring to become supervisors of music in the schools. It is a four-years' course leading to the Bachelor's Degree in Music (Mus. B.)

For admission to the Freshman year of this course students must pass the regular college entrance examinations; they shall also demonstrate that they have sufficient musical talent and must give evidence of having had considerable practice in the art. Students entering with advanced credit for work done in other institutions may shorten the time requisite for graduation.

Music is one of the most vital forces to be found in the schools to-day, and for special teachers of music there is a constantly growing demand. Music does much for the disposition and for the character. It provides recreation and utilizes leisure; it may be a limitless blessing to the home; and the church could hardly exist without it. The child taught to discriminate between music and vulgar noise will not be tempted by the trashy shows that are perhaps the worst curse that afflicts the city life of the poor and the weak. To fully equip the teacher for overcoming all these adverse conditions, the Supervisor's Course for teaching music in the schools follows four lines of work: (1) general education provided by courses in literature, modern language, and science; (2) subjects necessary for all teachers, as History, Psychology, and Pedagogy with practice teaching; (3) subjects necessary for all musicians, such as the theory, history, and aesthetics of music; and (4) subjects necessary for the particular kind of teaching for which the student is preparing such as voice, training in song and speech, sight singing, piano, theory of school music, and teaching with observation and practice work.

The general aim of the course is to develop musical feeling and thought (leading to the technique of notation and production) that shall be real even to children with little natural ability. To help the teacher to make the work thus living and vital to each child in the class is the goal of all courses offered in public school music.

A complete outline of the course will be found on page 50.

The several individual courses such as History of

Music, Voice Culture, Harmony, etc., are also open to students in the other departments who have the time to take them. An excellent musical library, and an Aeolian Thernodist Pianola are at the disposal of the Department. The College Singing Society gives concerts annually and provides opportunity for becoming acquainted with the greater choral masterpieces.

INSTRUMENTAL MUSIC

LAURA L. BROCKMANN

CHARLES J. BROCKMANN

MYRA ALDERMAN ALBRIGHT, Assistant

The study of instrumental music may be pursued in any grade, by students in the regular college courses or in the preparatory department, provided the music added may be included without exceeding the twenty periods of work allowed as a maximum. Incidental music counts one period. The charges for music are given under the head of expenses. Instruction is given in violin or other orchestral instruments as well as the regular piano work.

The course of study leading to the degree of Bachelor of Music, is recommended to those who have had sufficient training in piano work, and have evinced some ability for it. For admission into the course the student must possess at least average musical talent, and must have acquired some degree of proficiency in the use of the instrument and in sight reading. The average student who enters freshman music has had three or four years substantial preparation.

The aim of the department is: 1st to make practical musicians; 2nd to make thorough and efficient music teachers; 3rd to help the student to a better appreciation of the beautiful in music. The work is carefully planned and systematically carried out with these ends in view.

Much care is given to the development of a good touch and to the building up of an adequate technic.

As the instruction given is individual, the material used is chosen with reference to the needs of each student. From the very beginning the student is introduced to the higher class music. The lesser compositions of Mozart, Schubert, and Mendelssohn, as well as the better class of modern compositions are used, leading by degrees to such works as the Beethoven Sonata, Fugues of Bach, etc. Ensemble practice for the cultivation of sight reading, upon which much stress is laid, will be given. This concerted practice is invaluable, also, inasmuch as the student becomes acquainted with the larger forms of instrumental compositions such as symphonies and concert overtures used in the two and four hand arrangements for piano. The college Orchestra furnishes additional experience in ensemble work.

Reference to the Bachelor of Music course on page 50 will show that the general scheme is adapted to the development of well rounded musicians. Harmony, History of Music, Sight Singing and Ear Training, are allotted sufficient time to enable the student to gain a working knowledge of each of these auxiliary branches.

Students completing the music course will be given the degree of Bachelor of Music. Those completing all the music work, and two full years of the academic work as outlined in the course will receive a music teachers' certificate.

ART

MELVILLE VINCENT FORT

The object of the Art education in this College is to give instruction and practice in drawing, so that a student may express her ideas in form, and to give that training in mechanical drawing which will enable the student to apply her knowledge to industrial arts.

Industrial drawing is, more than ever, recognized as an important factor in education, since it gives

skill in the use of the eye and hand, cultivates habits of observation, stimulates thought, and increases appreciation of the beautiful. Should no immediate use be made of the study, from an educational point of view, the habits of promptness, neatness, and accuracy that are acquired by this training are of incalculable value. By training the eye and hand industrial drawing makes the expert draughtsman, and thereby furnishes a means of earning a livelihood.

The work of the first year consists of drawing from blackboard dictation, lines straight and curved and a combination of these lines; originating simple designs and sketching from simple objects.

The second year, æsthetic and mechanical drawing—geometric and perspective.

The third year, architectural drawing, designing simple houses, working out the plans and elevations.

During the fourth year, architectural drawing is continued.

After completing the first and second years' work, or standing a satisfactory examination on it, wood carving and china painting may be pursued.

DOMESTIC SCIENCE

MINNIE L. JAMISON

Household Bacteriology.—Two periods a week, fall term of Freshman year. This course, described elsewhere in the catalogue as *Freshman Biology*, (see department of Biology) may be regarded as preparatory to Domestic Science. From the standpoint of the student in Domestic Science it covers the study of dust and dust plants in their relation to the home and the housekeeper, bacteria, botanical position, method of reproduction, spores, food. Friendly bacteria;—as scavengers; in butter-making, in cheese-making; vinegar; and fermentation. Harmful bacteria:—causing fermentation of food, putrefaction, decay, souring of milk, potato rot, etc. Disease

germs—methods of prevention, antiseptics, disinfectants, sterilization, Pasteurization, sunshine and fresh air. Molds:—reproduction; work; favorable and unfavorable conditions of growth. Yeasts:—Where found; work; products; use in bread-making; best conditions for growth.

E. W. GUDGER.

Sophomore Domestic Science.—Three periods a week.

I.—Food and Dietetics—This division embraces the following general topics: composition and nutritive value of foods; fundamental principles and processes of cookery; practical work in plain and advanced cookery; study of special foods; meats, milk and its products, cereals and their products; breads, vegetables, sugars, beverages; special diet; marketing, planning, cooking and serving meals; cost of living; methods of preserving foods as canning, salting, and preserving.

MINNIE L. JAMISON

II.—Household Chemistry: This portion of the Sophomore work includes a study of the following:—Chemical substances and changes met by a housekeeper in her daily work; water, air, fire and fuels; products of combustion; food and its functions, chemistry of starches and sugars, effect of cooking on starch; digestion of sugars and starches; chemistry and digestion of fats; chemistry and digestion of nitrogenous foods; cleaning; the making and use of soap; use of washing soda, ammonia, kerosene, borax; cleaning metals, cleaning marble, removal of stains—grease, ink, mildew and rust; chemistry of baking powder; tests for various foods.

MARY M. PETTY

Household Sanitation and Economics: One period a week throughout the Fall term of the Senior year.

This course covers the following topics: Hygiene, in relation to the home; the best means of ventilation,

heating and lighting; the sanitary disposal of household wastes, solids and liquids; proper use of anti-septics and detergents; plumbing; care of water supply; systematic housekeeping, cost of living; household accounts; domestic service.

MINNIE L. JAMISON

DOMESTIC ART

ELIZABETH WATERS

I.—Handwork: Plain handsewing and simple embroidery; drafting and making simple dresses.

II.—Advanced Dressmaking. Cutting, fitting and making various styles of dresses. Ladies' Tailoring.

COMMERCIAL DEPARTMENT

E. J. FORNEY

SHORTHAND

The original Isaac Pitman system of Shorthand is taught. It is the aim of the course to make practical shorthand writers—amanuenses and reporters. The inductive method of teaching prevails in the department, and the course being well graded, the student is led, step by step, through easy and natural stages, to *see*, to *think*, and to *act for herself*.

The work of the department will be planned as far as possible to meet the needs of students.

The course at first embraces not only the study of the principles, but the reading and writing in shorthand of a wide range of English classics. As the student advances, in order to acquaint her with the forces and machinery of the business world, actual business letters bearing upon various subjects are dictated, reproduced on the typewriter, and copied in the letter book. Where it is deemed necessary sen-

tence structure and composition in the English department of the College will be required.

Believing that a larger portion of our students will ultimately be engaged in amanuensis work, this feature is made the leading purpose of the course; but reporting and the work pertaining thereto is not neglected, and when a student demonstrates that she can receive the higher work in shorthand to advantage, such dictation is given as is calculated to give power, strength, and general information. Technical instruction in the use of medical and legal terms is also given.

Students in the advanced work are required to visit the lower classes for observation in teaching, and the latest and best methods are, therefore, demonstrated at a period in the work when they can be appreciated.

The diligent student can, in from five to eight months, acquire a speed of 80 to 120 words per minute, which is sufficient to do good office work, but if reporting is intended, the subject should be studied for at least two sessions.

Certificates will be given to students who can write from dictation correctly in shorthand from general new matter at the rate of 80, 100, 125, or more words a minute. Students must pass an examination in Arithmetic and such examinations as are necessary to enter the Freshman class in English before this certificate will be given.

If business men who may be needing stenographers will write to this department, they will be put in correspondence with efficient help.

Students will be admitted to this department at any time during the college year not later than March 1st.

HOME STUDY.—There are many young men and women who would probably like to take advantage of a course of systematic work at home. To all such the shorthand department will, upon request, outline a course of home work. All exercises sent to the college will be criticised and corrected, the only requirement being that the postage both ways be paid. This course of home work is constructed to produce *results*;

therefore it will take time and energy. In order to make the course as strong as possible, the complete outline includes the use of a number of books, the cost of which the student must bear. But in order to give students an opportunity to test their power before expending money for books, the department has issued a small pamphlet containing ten easy, well-graded lessons, which will be forwarded to any one upon application.

TYPEWRITING

The Remington typewriter is used as the most important machine, though other machines are used. Skill in the use of the machine is not the only design of this department. Special attention is paid to accuracy, skill in the use of the machine, neatness, vocabulary, spelling, punctuation, and paragraphing. The instruction in this department is purely practical.

BOOKKEEPING

The course in bookkeeping and business practice in the elementary work is similar to that which can be obtained in progressive commercial colleges. The inductive method of presentation prevails. Each transaction is presented to the student as much like the performance of actual business as possible. The result of each student's work can be made entirely different, and the calculation, addition, and getting off of the trial balance depend upon the student's efforts. The student is, therefore, taught self-reliance from the start. The course from the business standpoint is a comprehensive one; it will not only make bookkeepers, but well-informed business women, thoroughly conversant with all kinds of common commercial forms, and blanks. The arrangement of the books and blanks, is such that the subject can be taught with ease in schools of lower grade.

The Burroughs Adding Machine is part of the equipment, and all students in bookkeeping are required to become familiar with its workings. The

department owns forty loose-leaf ledgers, and their use by all students is a part of the course.

The higher work in bookkeeping represents the best practice of expert accountants of this country, and students are taught the uses of special books adapted to many important lines of commerce.

Special Information

ADMISSION OF STUDENTS

The Normal and Industrial College is a part of the public school system, and its special mission is to prepare people to work in and improve that system. Desiring to do the greatest possible good to all the State, the College has so arranged its courses of study that any bright girl who has improved all her opportunities in the best country public schools can enjoy its advantages. In order that the degrees which the Institution confers shall be worthy of the State and its College for women, the requirements for admission and the courses of study have been made equivalent to those of the colleges of best standing in North Carolina. For the benefit of those worthy and ambitious young women who, by reason of local conditions, find it impossible to prepare themselves in all the subjects required for entrance, the Institution will provide and maintain a college preparatory department offering instruction in the subjects required for admission to the Freshman class.

REQUIREMENTS FOR ADMISSION

1. Applicants for admission to the College should be sixteen years old and in good health.
2. They should send with their application, *which they themselves must write, a statement from their last teacher as to scholarship, conduct, and habits of study.*
3. For admission to the Freshman class examinations must be passed in the following subjects: Mathematics, History, English, Physics, Physical Geography, and Latin or German or French.

The requirements in each of these subjects are as follows:

MATHEMATICS: Applicants must pass a satisfactory examination in Arithmetic and Elementary Algebra. In Arithmetic students must show ability to analyze and explain correctly.

In Algebra accurate knowledge of the following subjects is necessary: Factoring, Common Divisors and Multiples, Theory of Exponents, Radicals and Equations involving Radicals, Quadratic Equations and Imaginary Quadratics.

HISTORY: Two courses are required for entrance. All applicants must pass a satisfactory examination in United States History. One of the following courses must also be offered: History of England, or Ancient History (Greece and Rome).

Students would do well to review their history studies before attempting these examinations. In United States History the examination will be based on the material presented in any good high school text, such as *Our Country*, Mace's *School History*, Fiske, Adams and Trent, or White. Suitable books for preparation in English History are Cheyney's *Short History of England*, Montgomery's *Leading Facts*, Coman and Kendall's, or Andrews' *History of England*. If Greek and Roman History be offered instead of English History, the student should be familiar with some good text such as West's, Botsford's, Morey's, or Myer's *Ancient History*.

ENGLISH: *English Language; Grammar, Elementary Rhetoric, Representative selections from English and American literature.* The test will be largely on the ability of the candidate to write sensible and correct English.

Literature.—In literature, the candidate may expect to be examined on the following works:—Irving's sketches, Hawthorne's stories, Poe's Tales, Franklin's Autobiography, Cooper's Mohicans; poems of Bryant,

Whittier, Longfellow, and Lowell; one or more of Scott's and of Tennyson's longer poems, Milton's Minor poems, and Shakespeare's Merchant of Venice, Julius Cæsar, and As You Like It.

PHYSICS: The completion of work equivalent to any standard elementary text-book in Physics.

PHYSICAL GEOGRAPHY: The text-book used in the Preparatory Department of the College is Tarr's New Physical Geography, and from it the entrance examination will be made out. This may be expected to cover such important topics as the Land, its physiographic features and the processes which have brought them about; the Ocean, its composition, currents, effects on climate, and its shore lines with their influence on civilization; the Atmosphere, its movements, weather, and climate; the distribution of animals and plants brought about by differences of temperature and moisture; and lastly the Physiography of the United States and its effects on the industries and pursuits of the nation. Students who expect to take this examination are urged to make careful preparation therefor.

LATIN: Two years of Latin must be offered for admission to the Freshman Class in the Bachelor of Arts course and by all candidates who elect Latin in any of the other courses. The requirement in Latin will also be accepted as satisfying the conditions for entrance into German and French. Candidates must pass an examination on one year's work as outlined in any good text-book for beginners, and on four books of Cæsar's Gallic War, together with Latin prose composition.

GERMAN: Students who do not offer two years of Latin as outlined above must, if they wish to elect German, pass an examination showing a fair knowledge of German inflection and conjugation.

FRENCH: Students who elect this subject must satisfy the two years entrance requirements in Latin

or pass an examination in French. If French is to be offered for admission, the student should have had two full years of work in Grammar, and should have read four or five hundred pages of French. Ability to write simple sentences correctly and knowledge of the regular conjugations should be obtained in preparatory work.

TIME AND PLACE OF EXAMINATIONS

All candidates for admission into the College must assemble in the college chapel at 9 a. m. *Wednesday, September 18th*, for preliminary registration. They will there be assigned to rooms for examination.

ADMISSION TO ADVANCED STANDING

Candidates for admission to an advanced class are subject to examinations on all studies required for admission to the Freshman Class, and on all studies pursued by the class up to the point at which they enter.

Candidates for advanced standing should present themselves for examination on the same days and at the same hours with candidates for admission into the Freshman Class.

Courses of Study

COURSES LEADING TO DEGREES

It is the special province of the State Normal and Industrial College to emphasize the useful and practical rather than the ornamental, though it does not mean to depreciate, nor will it neglect the æsthetic features of education.

The work of the College has been arranged with a view to preparing young women to teach. Experience shows, however, that no one course of study will adequately prepare teachers to meet the diverse requirements demanded by the several schools. One school may demand a teacher whose mission it is to give instruction in all the subjects taught in the public schools. Another may demand special qualification requiring continued study of particular subjects, such as language, mathematics, or science. Not infrequently one school will have need of both classes of teachers; for the lower grades, one qualified in several subjects; for the higher grades, one specially qualified in fewer subjects. Moreover, there is an obligation which the College and the State owe to those young women who, like their brothers at the other State colleges, desire a good general education but do not expect to become teachers.

To meet these varying demands and to give students a certain degree of latitude in selecting their college work, instruction is offered in four general courses of study leading to the following degrees: Bachelor of Pedagogy, Bachelor of Arts, Bachelor of Science, and Bachelor of Music.

COURSE I.

Bachelor of Pedagogy

This course is designed particularly for those who intend to teach. It differs from the other courses chiefly in requiring that part of the Junior year and one-half of the Senior year be devoted to Pedagogy and the work of actual teaching in the Training School.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
English.....3	English.....3	English.....3	English.....3
Latin.....4	Latin.....4	Latin, French..3	Elocution.....2
French or German.....4	French or German.....4	or German.....3	Pedagogy.....9
Plane Geometry.....4	Higher Algebra, Solid Geometry.....4	Psychology.....3	Calculus.....4
Music.....3	Geometry.....4	Physics.....4	Geology.....4
and Hygiene.....3	Trigonometry.....4	Pedagogy.....3	Physiology.....4
Drawing.....2	Chemistry.....4	Civics and History.....3	General Biology.....4
Manual Training or Biology and Botany.....2	History.....3	or Analytical Geometry...3	Domestic Science or Manual Training ...
	or Drawing and Manual Training.....3		
	or Domestic Science.....3		

A student in the Bachelor of Pedagogy Course may elect either Biology or Manual Training in the Freshman year and either History, Manual Training, or Domestic Science in the Sophomore year. Freedom of choice is allowed in the elective subjects of the Senior year, provided that the necessary preparatory work has been done by the proper election in previous years.

COURSE II.

Bachelor of Arts

This course is designed particularly for those who may wish to give special attention to the languages. Free-tuition students taking this course will be required to do five additional periods of work in the Training School for Teachers. The maximum number of 20 periods a week, however, cannot be exceeded.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
English.....3	English.....3	English.....3	English.....3
Latin.....4	Latin.....4	Latin.....3	Latin.....3
French.....4	French.....4	French.....3	French or German.....3
or German.....4	German.....4	or German.....3	Calculus.....4
Plane Geometry.....4	Higher Algebra, Solid Geometry.....4	Psychology.....3	Geology.....4
Vocal Music and Hygiene.....3	Geometry.....4	Physics or Chemistry.....4	Physiology.....4
	and Plane Trigonometry ..3	Civics and History.....3	or General Biology.....2
	History.....3	or Analytical Geometry...3	Elocution.....2
			Pedagogy.....3
			or History.....3

THE STATE NORMAL

COURSE III.

Bachelor of Science

This course is designed particularly for those who may wish to give special attention to science. Free-tuition students taking this course will be required to do six additional periods of work in the Training School for Teachers. The maximum number of 20 periods a week, however, cannot be exceeded.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
English.....3	English.....3	English.....3	English.....3
Latin, French } 4	Latin, French } 4	Latin, French } 3	Pedagogy } 3
or	or	or	or
German.....3	German.....3	German.....3	History.....3
Plane	Higher Algebra, Solid	Psychology.....3	Calculus or } 4
Geometry.....4	Geometry.....4	Physics.....4	Science.....4
Music and } 3	Geometry and Plane	Analytical	Science.....8
Hygiene.....2	Trigonometry..	Geometry.....3	or
Drawing.....2	Chemistry.....4	or Civics and } 3	Science.....4
Manual Training } 2	Drawing and } 3	History.....3	and
or	Manual	Elocution.....2	Domestic
Biology.....2	Training...3		Science or
and	or Domestic		Manl. Arts...4
Botany.....3	Science.....3		

A student in the Bachelor of Science Course may elect Manual Training or Biology in the Freshman year, Freshman Manual Training to be followed by the same subject in the Sophomore year and Freshman Biology to be followed by Domestic Science in the Sophomore year. In the Senior year freedom of choice is allowed in the elective subjects.

COURSE IV.

Bachelor of Music

This course is designed for students who may wish to give special attention to instrumental or vocal music.

For entrance into the "Music Course" a student must have passed the examinations required for admission to the College and must have had sufficient previous training to play the simple forms of scales in all keys correctly, and to read music in the easier grades readily at sight.

The same extra charges for music will be made as advertised elsewhere in this Catalogue. See expenses; (Special Departments) Free-tuition students taking this course will be required to do additional work in the Training School.

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
English.....3	English.....3	English.....3	English.....3
Latin, French } 4	Latin, French } 4	Latin, French } 3	Latin, French } 3
or	or	or	or
German.....3	German.....3	German.....3	German.....3
French or	Domestic Science.3	Psychology.....3	Instrumental
German.....4	or French	Instrumental	Course in
or Botany and } 4	or German...4	Course in	Piano.....4
Biology...2 } 4	History.....3	Piano.....4	or
History...2 } 4	Piano.....3	or	School
Mathematics.....4	School Music...3	School	Music
Piano.....3		Music	Course in } 4
		Course in } 4	Voice...2
		Voice...2	Piano...2
		Piano...2	Ear Training...1
		Harmony.....2	Elocution.....2
		School Song.....2	Theory and
		History	Practice of } 5
		of	Teaching
		Music.....1	Music.....3

COURSES FOR STUDENTS NOT CANDIDATES FOR A DEGREE

All students are advised to elect one of the regular courses. They furnish an excellent foundation of liberal education and at the same time allow a reasonable latitude for specialization in single branches. When it seems advisable, however, special courses will be arranged for students who are neither under contract to teach nor candidates for a degree.

COURSE OF STUDY

REGULATIONS

Twenty periods a week is the maximum number of periods allowed any student. All students are required to take at least fifteen periods of work.

The work in a lower class must be completed before the work in the same subject can be taken in a higher class. In case of a conflict between work in a lower class in any department and the work in a higher class in another department, if the student cannot, within the limited number of periods allowed, take both, she must drop the work in the higher class and continue the work in the lower.

Satisfactory examinations on all back work must be passed at the beginning of the session. Students receiving a failure on any subject at the mid-year examinations are required to either drop into a lower class in that subject, or to discontinue the study of it for that year. Seniors receiving a condition on more than one subject at mid-year examinations are no longer to be considered members of the class, and will be required to discontinue some of their work.

No student will be allowed to change her course of study after the end of the first month of the college year.

BRIEF COURSES FOR TEACHERS

The State Normal and Industrial College desires to render every possible service to the educational interests of the State. In the hope of quickening the educational life and rendering more effective the

public school system, the College offers to women teachers three brief courses of instruction specially designed for those who seek better professional equipment, but who, for various reasons, are unable to pursue the full courses of four years each.

Two of these courses are of two month's duration, one beginning at the opening of the Fall Term, September 18th, and ending about November 15th; the other beginning about April 1st, and closing with the College year. A third course, embracing a full year's work, is open to those who have satisfactorily completed the two briefer courses, and to all others whose general education and pedagogical experience have been such as to enable them to undertake the work with profit.

All the advantages of the College will be available to students pursuing these courses. In the department of Pedagogy, lectures on the best methods of teaching all the common school studies are given, and the students have an opportunity of spending some time in the Practice and Observation School. In addition to the work of the Pedagogical department, lectures and laboratory work are offered in the several departments of science and special teachers' courses are given by the departments of English and History. Women teachers who may wish to register for any of the foregoing courses are invited to correspond with the President of the College. Applications should be made at least one month in advance of the time when regular work is to begin.

THE DORMITORIES

Those who board in the dormitory buildings will be under the direct care of the President, the Lady Principal, and such competent lady assistants as will be selected to manage the dormitories. These buildings have been fitted up by the State, and board will be furnished at actual cost. The law does not allow any profit to be made on the boarding department.

One hundred and ninety of the boarding places in the dormitories will be given to students who have

free tuition on account of their intention to become teachers. The other places will be given to those who prefer to pay tuition, the money thus derived from tuition being used to enlarge and better equip the dormitories and other departments of the College.

COUNTY APPORTIONMENT

Of the one hundred and ninety places in the dormitories reserved for free-tuition students one hundred and fifty-two are known as county appointments. These merely give the privilege of securing board at the reduced rate in the dormitory buildings. The following is the apportionment, by counties, according to law:

2 Alamance	1 Franklin	1 Pamlico
1 Alexander	2 Gaston	1 Pasquotank
1 Alleghany	1 Gates	1 Pender
1 Anson	1 Graham	1 Perquimans
2 Ashe	2 Granville	1 Person
2 Beaufort	1 Greene	2 Pitt
1 Bertie	3 Guilford	1 Polk
1 Bladen	1 Halifax	3 Randolph
1 Brunswick	1 Harnett	1 Richmond
4 Buncombe	2 Haywood	2 Robeson
2 Burke	2 Henderson	2 Rockingham
2 Cabarrus	1 Hertford	2 Rowan
2 Caldwell	1 Hyde	2 Rutherford
1 Camden	3 Iredell	2 Sampson
1 Carteret	1 Jackson	1 Scotland
1 Caswell	3 Johnston	2 Stanly
2 Catawba	1 Jones	2 Stokes
2 Chatham	1 Lenoir	2 Surry
2 Cherokee	1 Lincoln	1 Swain
1 Chowan	1 Macon	1 Transylvania
1 Clay	3 Madison	1 Tyrrell
2 Cleveland	1 Martin	2 Union
2 Columbus	1 McDowell	1 Vance
2 Craven	3 Mecklenburg	3 Wake
2 Cumberland	2 Mitchell	1 Warren
1 Currituck	1 Montgomery	1 Washington
1 Dare	2 Moore	1 Watauga
2 Davidson	2 Nash	2 Wayne
1 Davie	1 New Hanover	3 Wilkes
2 Duplin	1 Northampton	2 Wilson
1 Durham	1 Onslow	2 Yadkin
1 Edgecombe	1 Orange	1 Yancey
2 Forsyth		

Thirty-eight additional places, reserved for free-tuition students but not included in the foregoing County apportionment, will be assigned to those applicants who in the estimation of the College authorities are most worthy and promising.

APPLICATIONS AND EXAMINATIONS

FOR COUNTY APPOINTMENTS

If the number of applicants from any county does not exceed the number which the county is entitled to send, and if it is evident from the application, and for other reasons, that the scholarship of such applicant or applicants is good enough to admit her or them to the College, notification will be given, and the examination for classifying such students will take place when they arrive at the College. If, however, there should be more applicants from a county than can be admitted from it, a competitive examination, prepared by the faculty, will be held at the county seat about August 1st.

All applications for the competitive examination should be in the hands of the President on July 15th.

Students who win appointments from their own counties to board in the dormitories can hold them until they complete the course, provided their conduct and progress are satisfactory to the faculty.

Any county appointments not applied for by August 1st, will be given to applicants from other counties, preference being given to the following Classes:

1. Graduates of colleges for young women. (This

is done in order to prevent graduates from entering the competitive examinations against younger and less mature scholars in their own counties and because these graduates can be prepared in a shorter time to begin teaching in the schools of the State.)

2. Those who have spent a year or more at this College, boarding in private families, and whose conduct and studious habits have commended them to the faculty. Those who have boarded in the dormitories and paid tuition, though intending to become teachers, are also considered as belonging to this class.

3. The best material among new applicants.

EXPENSES FOR THE ANNUAL YEAR

By the Charter of the Institution, board must be furnished in its dormitories at actual cost. Since there is no possible profit in the board no risk of loss can be taken. It is, therefore, necessary that all bills be paid in advance. No exceptions can be made. The Board of Directors instructs that sight draft be made for all bills not paid when due.

Board in the dormitories (not to exceed)	\$79 00	
Laundry	18 00	
		\$ 97 00
Fuel and Lights	\$10 00	
Dormitory Fee	2 00	
Registration Fee	4 00	
Medical & Physical Culture Fee ..	5 00	
For use of Text-books and Apparatus	5 00	
Library Fee	2 00	28 00
Total exclusive of tuition		\$125 00
Tuition		45 00
Total including tuition		\$170 00

The payments for the regular charges, and fees will be due as follows, in advance:

For students who board in the dormitories and have free tuition:

September 18th	\$40 00	
November 15th	30 00	
January 15th	30 00	
March 16th	25 00	\$125 00

For students who board in dormitories, and pay tuition:

September 18th	\$50 00	
November 15th	40 00	
January 15th	40 00	
March 16th	40 00	\$170 00

For students who have free tuition and do not board in dormitories:

September 18th	\$15 00	
January 15th	5 00	\$ 20 00

For students who pay tuition and do not board in dormitories:

September 18th	\$25 00	
November 15th	15 00	
January 15th	15 00	
March 16th	10 00	\$65 00

In addition to the above, for students taking Instrumental or Special Vocal Music:

September 18th	\$15 00	
November 15th	10 00	
January 15th	10 00	
March 16th	10 00	\$45 00

Students who do not go home at Christmas will pay \$4.00 for board and laundry during the holidays.

The only additional expenses at the College will be for medicine used, literary society fee; and, for graduates, a diploma fee of \$5.00.

NON-RESIDENTS OF THE STATE

No free tuition is given to a non-resident of the State, but a tuition charge of \$65, instead of \$45, is made.

SPECIAL DEPARTMENTS

ADDITIONAL EXPENSES

To any student not boarding in the dormitories desiring to take a special course in Stenography, Domestic Science, Art, or other single department,

(except Manual Arts Department) and who does not expect to become a teacher, a charge of \$22.50 for tuition will be made, besides the regular fees (\$20).

MUSIC DEPARTMENT—INSTRUMENTAL

The charges for the collegiate year are \$45.00. This includes the use of piano for practice one period a day. Students taking the "Bachelor of Music Course" will need extra practice time, and for the use of piano there will be an additional charge of \$4.00 a year for each extra period. For violin, mandolin, or guitar, when students own their instruments, the charges for the year are \$36.00.

MUSIC DEPARTMENT—VOCAL CULTURE

The charges for special vocal lessons, including daily piano practice, are \$45.00.

MANUAL ARTS DEPARTMENT

In addition to the regular college fees outlined under "Expenses for the Annual Session," a tuition charge of \$60 for residents of the State, or \$80 for non-residents of the State, will be made in the Manual Arts Department.

The students are not required to bring any text-books. The College will, for the book fee, furnish the use of all ordinary text-books. But it might be helpful if students would bring any books in their possession relating to Science, Literature, History, etc., to be used as reference books. Latin, French, or German lexicons, when needed, must be purchased by the student.

In all business matters the College prefers to deal directly with the students, rather than with their parents or guardians. This gives them business experience, and makes them realize the cost of their training.

All students are supposed to matriculate for the full year, and must not expect any fees or dues remitted on account of their irregularities, or change in their plans, except in cases of their serious illness, making it necessary for the resident physician to advise them to return home.

Let all checks and money orders be made payable to E. J. Forney, Treasurer.

FREE TUITION

The State Normal and Industrial College offers no scholarships. The only students who can have free tuition are those "who signify their intention to teach upon such conditions as may be prescribed by the Board of Directors." One-half of the dormitory space is reserved for tuition-paying students, and one-half for free-tuition students. Each student applying for free tuition must sign the following agreement:

"I seek the opportunities of the State Normal and Industrial College because it is my desire and intention to make teaching my profession, and I agree, in consideration of free tuition granted me in said Institution, if I can secure employment and my health permits, to teach in the public or private schools of the State for at least two years after I leave the College. If within three years from the time I leave the College I fail to teach as herein stated, from any fault of mine, which shall be decided by the Board of Directors or the Executive Committee, I agree to pay the College full tuition with interest for the time I attended. I furthermore agree that until this pledge shall have been fulfilled, I will report to the College, in May of each year after I leave it, the amount of teaching work that I have done."

LOAN FUNDS AND FELLOWSHIPS

THE ALUMNÆ LOAN AND SCHOLARSHIP FUND

For the purpose of establishing a few scholarships for post-graduate work, and for making loans to worthy students, chiefly in the higher classes, who could not return to the College without aid, the Alumnæ Association has undertaken to raise a fund.

This fund now amounts to about \$15,000.

THE JARVIS BUXTON LOAN FUND

This fund, now amounting to \$100, is established by Mrs. J. C. Buxton, of Winston, N. C., in memory of her little son, who, notwithstanding the fact that he was an invalid all his life, had accumulated this amount of money before his death.

THE ADELAIDE WORTH DANIELS FUND

This fund, amounting to \$100, has been established by Mr. and Mrs. Josephus Daniels in memory of their little daughter, and is to be used as a loan fund to worthy students.

THE LIDA CARR FELLOWSHIP FUND

This fund was established by General and Mrs. Julian S. Carr.

THE SARAH AND EVELYN BAILEY SCHOLARSHIP

Mr. and Mrs. T. B. Bailey, who lost their only children while students at this College have established a permanent scholarship to be known as "The Sarah and Evelyn Bailey Scholarship."

OTHER LOAN FUNDS

Charles Broadway Rouss, of New York, gave \$100 to be used as a loan fund to the daughter of a Confederate soldier.

Mr. and Mrs. V. Everit Macy, of New York, gave \$1,000, to be used as a loan fund.

The late Judge John Gray Bynum bequeathed to the College \$1,000, to be known as the Hennie Bynum Scholarship, to be used as a loan fund for the aid of some young woman from Burke county.

GOVERNMENT

The general policy in regard to government has been to trust the students and appeal to their honor and sense of propriety, and to their interest in the success of the College. It is but simple justice to say that they have responded to these appeals with a loyalty and faithfulness worthy of the highest praise. Vexatious and needless restrictions are dispensed with. The regulations made in regard to conduct and study hours have been the result of a consultation with the students, and of a practically unanimous vote in their favor. The students are responsible for the preparation of their lessons, but they can do their studying either in the Assembly Hall, which is seated with desks, or in their private rooms, as their brothers do when they go to college. The object is to throw responsibility upon the students and to make them, as nearly as practicable, a self-governing body. This sense of responsibility is one of the educative forces of the College. The experiment has worked well so far, and, in many ways, the plan has advantages over that system of management based on rules and restraints made solely by those in authority.

Under certain conditions it might be found necessary to modify the method of discipline, *but, where many of the students are themselves teachers, where about one-third are defraying their own expenses, and where the average age is nearly twenty years*, the sober judgment of the students can generally be relied upon to produce a public sentiment that will result in right conduct and honest work.

Each student, when she registers, is required to sign the following contract:

CONTRACT

I do hereby contract with the State Normal and Industrial College that so long as I shall remain a student of the College, I will endeavor to comply cheerfully with all its regulations in all particulars, and I agree not to deface or injure, by writing or otherwise, any of its furniture, books or other property. Moreover, if I should accidentally do damage to any property of the College, I hereby agree to report it promptly to the President, or, in case it should be dormitory property, I agree to report it to the lady in charge of the building where the damage is done, in order that it may be properly assessed, and that I may pay for the same.

Compliance with the foregoing contract requires promptness in attendance upon every meeting of students in chapel, dining-room, at recitations, or elsewhere, from the date of the opening of the College to the last exercise of the Commencement.

General Information

AN EDUCATIONAL CENTER

The State Normal and Industrial College and its friends are to be congratulated upon its location. Greensboro is one of the prosperous, growing cities of the country. Its healthfulness is well known, and its social and religious influences are the best. It has long been an educational center. Its people and the people of Guilford county are liberal friends of public education, and have always been strong advocates of the education of women. The graduates of old Edgeworth are scattered over North Carolina, and are warmly attached to Greensboro, where for so many years, their *alma mater* educated the women of the State. The Greensboro Female College, managed under the auspices of the Methodist Church, is located here, and is one of the most popular institutions in the State. The public schools of Greensboro are well-equipped, and do efficient work, giving boys and girls a thorough preparation for College. There are few towns or cities where such educational advantages can be had at such small cost, and, on that account, many people have moved to Greensboro to educate their children.

ACCESSIBILITY

There is another important reason why the College is fortunately located. To the entire people of the State, Greensboro is the most accessible of North Carolina towns. It is the geographical and railroad center of the State. The North Carolina Railroad, the North-western North Carolina Railroad, the main line of the Southern Railway, and the Atlantic and Yadkin Valley Railway, meet at Greensboro .

The schedule time to Greensboro from Raleigh, Fayetteville, Durham, Winston-Salem, Mt. Airy, Statesville, Salisbury, and Charlotte is from one to four hours.

One can leave Weldon, Goldsboro, Tarboro, Wilson, Maxton, Hamlet, Wilkesboro, Asheville, or Hot Springs in the afternoon and reach Greensboro by bed-time.

Students who leave Wilmington at 9 a. m., and those who take the early trains at Murphy, Morehead City, and the railroad stations in the most remote corners of the State, will meet in Greensboro in the afternoon or evening of the same day.

EQUIPMENT

The College grounds, including the campus and a large park, afford ample facilities for out-door recreation. The several dormitories and the main building, in which are the lecture rooms, laboratories, chapel, and offices, are comfortably furnished and well-lighted, warmed and ventilated. They have water and sewer connections, and are supplied with apparatus for filtering and sterilizing the drinking water. The laboratories are furnished with desks and tables, and the needful apparatus and supplies for experimental work in Physics, Chemistry, Biology, Geology, Physiology, Industrial Drawing, and Manual Arts. The infirmary, a two-story brick building, is well-equipped for the care and comfort of the sick. The Curry Building, with large assembly hall and class rooms, is a model building devoted exclusively to the work of the Training School for Teachers. In the Students' Building, besides a spacious auditorium and fourteen rooms for music practice, are halls for the two literary societies, and rooms for the Young Women's Christian Association. The lower floor of this large building is occupied by the departments of Manual Arts and Domestic Science.

THE LIBRARY

Officers:

ANNIE F. PETTY, Librarian

IOLA WHITE, Assistant

W. C. SMITH, Supervisor

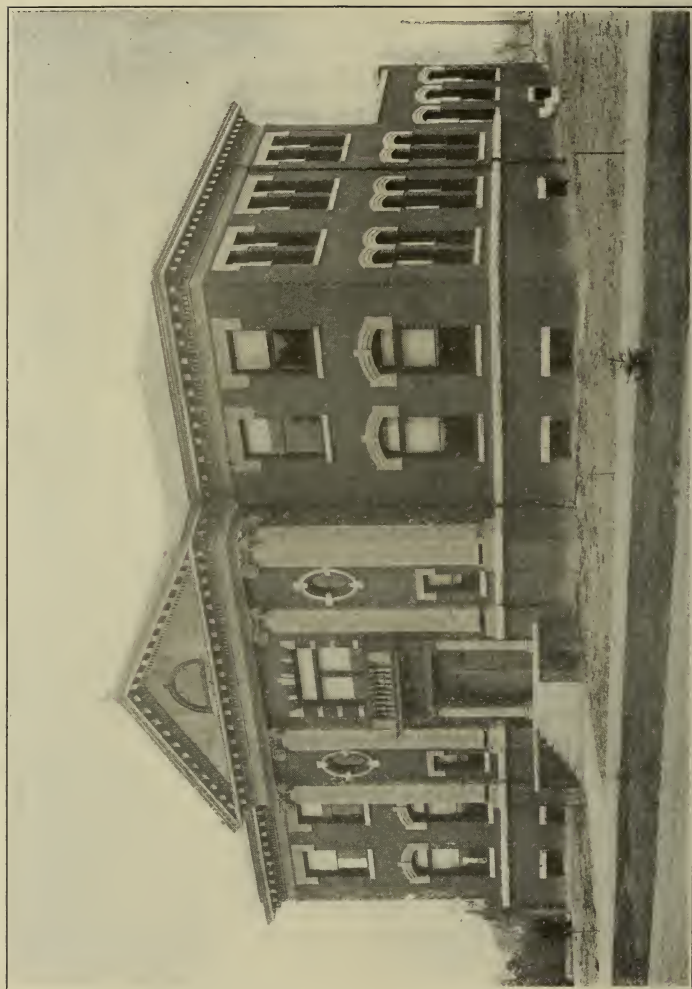
The library is more than mere passive equipment. It is one of the distinctly educative forces of the College. Those in whom its management is vested consider that it has a mission to perform other than that of mere adjunct to departmental work. Efforts are made to render it a vital force in securing those broad ends which the College seeks to attain. To be educated in the friendship of books; to derive that solace and inspiration and strength that come from restful, friendly communion with the world's choice spirits, this is no insignificant part of a woman's education. Denied this perennial source of wisdom and culture and generous sympathy, a woman misses one of the most potent influences of continued growth and an effective agent in fitting her to become a wise and sympathetic trainer of future citizens.

The library building, a model of comfort and convenience, is the gift of Mr. Andrew Carnegie. Care has been taken to select such books as are most serviceable to students in their work in the various departments. The library now contains about five thousand volumes, and valuable additions are annually being made by purchases and donations. Students have access, under necessary limitations, to the bookshelves. Facilities are afforded for reading and study during library hours, and the librarian is present to give help in any line of special study or reading. The books are arranged according to the Dewey system of classification. A card catalogue is in process of preparation.

The Reading Room is supplied with the best current literature, including state and national papers, leading magazines, reviews, and educational journals.

The Library and Reading Room is open on week-

LIBRARY
OF THE
UNIVERSITY OF ILLINOIS



THE LIBRARY

days, except Saturday, from 8:30 a. m. to 4:30 p. m. The Saturday hours are from 8:30 a. m. to 1 p. m.

The College acknowledges gifts to the Library during the past year from United States Government, Mr. Andrew Carnegie, Miss Rebecca Schenck, Hon. J. Y. Joyner, M. O. Sherrill, Commissioner of Education, and the publishers of the Asheville Gazette, Fayetteville Observer, Greenville Reflector, Raleigh Times, Caucasian, Clinton Caucasian, Progressive Farmer, Orphans' Friend, Reidsville Review, Concord Standard, Roxboro Courier, News-Herald, Mooresville Enterprise, Mount Airy Christian Sun, Church Record, Kelley Messenger, Smithfield Herald, Hickory Press, Roanoke-Chowan Times, Alamance Gleaner, Duplin Journal, King's Weekly, Tarboro Southerner, Sampson Democrat, Aberdeen Telegram, Alleghany Star, Richmond Headlight, Lenoir Topic, Times-Mercury, Burlington News, Statesville Mascot, Waynesville Courier, Gastonia News, Wilson Times, and Rural Vistor.

SOCIAL LIFE

With regard to the social management of the dormitories the authorities consider it essential that the young women have every privilege consistent with student life. Shopping, visiting, and receiving friends to a reasonable extent are not prohibited, *but no night may be spent out of the dormitories without a written request from parents or guardians, and even then, permission will not be granted if, in the judgment of the authorities, it would be unwise to grant it.*

Visits from gentlemen must be restricted to holiday occasions and to those stated times when the young women will announce that they are "at home" to their friends generally.

No one must expect exceptions to the foregoing regulations unless a written request for each case comes from her parents or guardian, addressed to the President or Lady Principal.

RELIGIOUS LIFE

Though unsectarian in its management, the College is distinctly Christian. Students are urged to attend the church of that denomination which it is their custom to attend when at home. The several pastors of the city churches are cordially invited to visit the Institution in order that they may become personally acquainted with the students and strengthen their religious life by helpful talks and conferences.

Prayers, with the reading of the Scriptures, and singing, are a part of each day's opening exercises. Attendance on this service is required.

Under the auspices of the Young Women's Christian Association voluntary Bible-classes are conducted. The Association also provides for a gospel service four times a week.

GENERAL CULTURE

Students should breathe an atmosphere that will promote growth. The College, in addition to its regular work, seeks in various ways to promote the general culture of its students. Lectures are given from time to time by members of the faculty, and addresses made by prominent men and women, whose presence and whose messages are an inspiration to right thinking and right living.

SPIRIT OF DEMOCRACY

Whatever success has attended the State Normal and Industrial College during the past fourteen years has been due largely to the representative character and spirit of the young women who have been its students. They have come from all of the ninety-seven counties. Among them can be found the names of one hundred or more graduates of leading "female colleges" and seminaries, and a much larger number who received their previous training entirely in the

public schools of the rural districts. In fact, the Institution has had every type of respectable woman in North Carolina, from the one who has enjoyed the privileges which money and social position can give, to the girl who was never on a railroad train until she boarded it for Greensboro to become a student in the State's College for women. One-third of these young women have remained in the College at their own expense, without help from parents, and this one-third with those who are naturally studious and ambitious, have formed a serious-minded nucleus, and have exerted a strong influence in favor of industry and the steady performance of duty. The wholesome fact that the College has not depended upon the revenue derived from any class of its students has not only tended to aid in its discipline, but has also imbued all the students with the spirit of democracy. *The State is always the gainer when its teachers can be trained in an atmosphere of equality which recognizes the worth of honest toil and faithful service, regardless of class distinctions of all kinds.*

HEALTH AND MEDICAL ATTENTION

The health of the students is made a prime object of attention, and the sanitary arrangements of the College are all carefully supervised. An experienced woman physician has charge of matters pertaining to the health of the students. Trained nurses are also regularly employed. The physician and nurses may be consulted day or night by any student who may be indisposed. The cost of the medical consultation and attendance is included in the published expenses. In this way medical advice is to be had at the least cost, and the danger obviated of any student postponing for economical reasons the necessary consultation.

SOME DISTINCTIVE FEATURES OF THE COLLEGE

The College has several features which are not common to all colleges for women. Among them may be mentioned:

1. The regular courses of study have been arranged with a special view to preparing young women to teach.

2. All candidates for the teaching profession must for a year, spend a part of each day in teaching under the supervision and kindly criticism of the head of the department of Pedagogy and his assistants in the Training School for Teachers.

3. Candidates for the teaching profession study Psychology and Pedagogics for at least two years.

4. Courses designed especially for teachers are offered in Freehand Drawing, Vocal and Instrumental Music, Manual Training, and Nature Study.

5. All candidates for the teaching profession have an opportunity of taking a course in civil government, in order that they may be better fitted to teach in the schools of the State the duties, rights, and burdens of citizenship.

6. Under no circumstances can any student receive free tuition without taking the pledge to become a teacher for at least two years after leaving the College.

7. *Of the 357 young women who have received the College diploma during the past fourteen years, all except fourteen have taught since their graduation.*

ORGANIZATIONS

There are a number of organizations among the students, and it is a mistake from any standpoint for a young woman to come to the College and not belong to one or more of them. The expense connected with membership is not large and the advantages are very great in many ways.

ADELPHIAN AND CORNELIAN SOCIETIES

There are two literary organizations of strength and usefulness, both to the College and to the individual members. They are managed by the students themselves, and the faculty have no connection with them except honorary membership. *After observing for several years the general progress of those students who are members of these societies, and those who are not, the authorities of the College do not hesitate to say that it is a great mistake for a student not to become a member.* Besides the literary work, they give to students a training in self-control and in the power to influence others, which the regular work of the College cannot give.

The Board of Directors prohibits any other secret organizations.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association is a voluntary organization of the students in the College, and is entirely under their management. The faculty are in hearty sympathy with the Association, and are glad to render such aid as they can in prosecution of the work.

The object of the Association is primarily the development of Christian character in its members, and the prosecution of active, Christian work in this College. But no organization worthy of the name of

Christian can remain self-centered, and the secret of the power of the Students' Association is found in its three-fold purpose: (1) To help unite the Christians of the student world; (2) to establish and promote the religion of Christ in the lives of students; and (3) to equip and send forth leaders to extend the Kingdom of God throughout the earth.

Any student or teacher in the College, or any woman connected with the Institution, who may desire to attend the meetings or take part in Bible study, may be elected an associate member of the Association. Any such woman who is a member of the evangelical church is eligible to active membership.

The Committee on Devotional Meetings provides for a gospel service every Sabbath evening. The pastors in the city and others are frequently invited to make addresses before the organization.

Several Bible classes have been organized for systematic Bible study.

An earnest effort is being made to secure a suitable library for the Association. The Students' Building with its rooms for the use of the Young Woman's Christian Association will, it is hoped, be ready for occupancy at the opening of the fall term in 1907.

THE STATE NORMAL MAGAZINE

ANNIE G. RANDALL, Supervising Editor

The State Normal Magazine is published quarterly, from October to June, by a Board of Editors elected from the Adelpian and Cornelian Literary Societies. The matter contained in it is not of purely local interest. Timely articles on current educational questions, together with material relating to the past history of the State, form a considerable portion of its contents.

The subscription price is fifty cents a year, payable in advance.

TEACHER'S REGISTRY

A registry of the names of students and graduates who desire to teach is kept by the College. The Alumnae who are interested in it are requested to keep the authorities informed of changes in their address. The President will be pleased to correspond with any who desire teachers.

List of Students for 1906-'07

NAME	POSTOFFICE	COUNTY
Addington, Lola	Franklin	Macon
Albright, Minnie Kate	Burlington	Alamance
Allen, Martha Moore	Kinston	Lenoir
Anderson, Elizabeth	Highlands	Macon
Andrews, Bell Avera	Raleigh	Wake
Arey, Mary	Elmwood	Iredell
Arledge, Minnie Lee	Columbus	Polk
Armfield, Nell	Statesville	Iredell
Arnold, Sarah Catherine	Cameron	Moore
Asbury, Vera M.	Morganton	Burke
Austin, Blanche	Barium Springs	Iredell
Austin, Delha	Tarboro	Edgecombe
Ballou, Mamie	Crumpler	Ashe
Barber, Mary Lena	Hertford	Perquimans
Barwick, Maggie	Kinston	Lenoir
Battle, Ella	Rocky Mount	Edgecombe
Biggerstaff, Mary Elizabeth	Rutherfordton	Rutherford
Blackwell, Ann Elizabeth	Reidsville	Rockingham
Blake, Agnes Lee	Greensboro	Guilford
Blanchard, Nannie L.	Greensboro	Guilford
Blanton, May Aurelia	Moorestown	Cleveland
Blevins, Eulala	Wilkesboro	Wilkes
Blue, Eula May	Carthage	Moore
Boddie, Bettie Barker	Louisburg	Franklin
Boddie, Elizabeth Lavinia	Nashville	Nash
Boddie, Frances	Louisburg	Franklin
Boddie, Lucy Cleora	Nashville	Nash
Bonner, Lottie Hale	Aurora	Beaufort
Booth, Annie Jean	Oxford	Granville
Bowden, Alma	Mt. Olive	Duplin
Bowling, Cleopatra	Rougemont	Durham
Bowling, Kate Prestly	Durham	Durham
Boyd, Mariam	Warrenton	Warren
Bray, Matie Elizabeth	Sligo	Currituck
Brogden, Nettie Lou	Goldsboro	Wayne
Brooks, Bessie Quinerly	Grifton	Pitt
Brooks, Marie	Hickory	Catawba
Brown, Ethel	Tarboro	Edgecombe
Brown, Mary Louise	Chadbourn	Columbus
Buford, Nannie Caldwell	Salisbury	Rowan
Bullard, M. Louise	Greensboro	Guilford
Burbage, Mary Olivia	Como	Hertford
Burleson, Bessie	Barnardsville	Buncombe
Burleson, Nettie	Barnardsville	Buncombe
Butler, Carrie	Pireway	Columbus

NAME	POSTOFFICE	COUNTY
Butler, Erma G.	Greensboro.....	Guilford
Byerly, Ida L.	Advance.....	Davidson
Byrd, Nell	Swiss.....	Yancey
Caddell, Margaret Elizabeth	Carthage.....	Moore
Call, Margaret	Mocksville.....	Davie
Campen, Florence Baxter ..	Alliance.....	Pamlico
Campen, Sina Whitford ...	Bayboro.....	Pamlico
Carland, Sue Agnes	Horse Shoe.....	Henderson
Carpenter, Nora	Cedar Hill.....	Anson
Carson, Jennie Louise	Bethel.....	Pitt
Carter, Mary G.	Winston-Salem...	Forsyth
Case, Lina Clare	Oak Ridge.....	Guilford
Casey, Eva	Goldsboro.....	Wayne
Cauble, Bessie L.	Salisbury.....	Rowan
Caudill, Myrtle	Valle Crucis....	Watauga
Clegg, Mary	Pittsboro.....	Chatham
Clement, Hattie	Oxford.....	Granville
Clifton, May Pearl	Faison.....	Sampson
Coats, Bessie Durand	Smithfield.....	Johnston
Coble, Ivy	Burlington.....	Alamance
Cole, Eliza	Silver Hill.....	Davidson
Coltrane, Kelsie Meta	Randleman.....	Randolph
Connelly, Lizzie	Biscoe.....	Montgomery
Cotchett, Mellie Moulton ..	Wilmington.....	New Hanover
Cowles, Esther Young	Statesville.....	Iredell
Craven, Loula Ellis	Concord.....	Cabarrus
Cromartie, Isabelle Leete ..	Clarkton.....	Bladen
Crump, Janet Blount	Salisbury.....	Rowan
Dalton, Ethel	Winston-Salem...	Forsyth
Daniel, Bertha Lunsford ..	Roxboro.....	Person
Darden, Josie	Ayden.....	Greene
Davis, Annie Dent	Greensboro.....	Guilford
Davis, Mena Foust	Salisbury.....	Rowan
Dawson, Mamie	Grifton.....	Lenoir
Dawson, Nannie B.	Grifton.....	Lenoir
DeBerry, Cornelia Marshall	Pee Dee.....	Anson
Dees, Okla	Grantsboro.....	Pamlico
Dixon, Lula John	Greensboro.....	Guilford
Dixon, Nettie Idella	Greensboro.....	Guilford
Dixon, Rosa Lee	Hickory.....	Catawba
Douglass, Vivian	Barium Springs..	Iredell
Dowd, Jean	Charlotte.....	Mecklenburg
Duke, Edna H.	Salisbury.....	Rowan
Edwards, Mary V.	Wilson.....	Wilson
Edwards, Pauline Gill	Henderson.....	Vance
Elliott, Eleanore Dixon ...	Greensboro.....	Guilford
Ellis, Mary Shepard	Henderson.....	Vance
Elwell, Nellie	Greensboro.....	Guilford

NAME	POSTOFFICE	COUNTY
Ervin, Catherine Ellerbe ..	Morganton.....	Burke
Ervin, Julia Reid	Morganton.....	Burke
Ervin, Laura W.	Morganton.....	Burke
Evans, Henrietta Olivia ...	Fayetteville.....	Cumberland
Exum, Martha	Snow Hill.....	Greene
Exum, Mary	Snow Hill.....	Greene
Ezzelle, Annie	Waxhaw.....	Union
Farish, Pricie	Blackwells.....	Caswell
Ferabee, Kate	Cana.....	Davie
Ferebee, Lucy Lamb	Camden.....	Camden
Ferguson, Sarah Lula	Crabtree.....	Haywood
Ferrell, Cordelia	Redwood.....	Durham
Fisher, Marjorie	Rutherfordton....	Rutherford
Fisher, Mittie Dean	Roseboro.....	Sampson
Fitzgerald, Mary	Mocksville.....	Davie
Flintoff, Alice	Danville, Va.....	Caswell
Forney, Edna A.	Greensboro.....	Guilford
Fountain, Alma	Tarboro.....	Edgecombe
Foust, Elvira Worth	Mt. Vernon Sp'g's.	Chatham
Franck, Virginia Lee	Richlands.....	Onslow
Freeman, Bertie C.	Greensboro.....	Guilford
Freeman, Blanche	Belews Creek....	Forsyth
Fulcher, Ruth Pearl	Leasburg.....	Person
Furman, Annie Winston ..	Oxford.....	Granville
Gibbs, Lemma B.	Reidsville.....	Rockingham
Gilbert, Mary Elizabeth ..	Fuquay Springs..	Wake
Gill, Emma Washington ..	Laurinburg.....	Scotland
Gill, Grace Everett	Laurinburg.....	Scotland
Glenn, Lena V.	Gastonia.....	Gaston
Gluyas, Lucy	Charlotte.....	Mecklenburg
Goley, Margaret C.	Graham.....	Alamance
Gray, Florence Myrtle ...	Greensboro.....	Guilford
Gray, Lillian	Kinston.....	Lenior
Griffin, Bessie Harriet ...	Rocky Mount....	Nash
Griffin, Hattie Hill	Goldsboro.....	Wayne
Griffin, Mamie Barnes ...	Goldsboro.....	Wayne
Griffith, Myrtle Virginia ..	Winston-Salem...	Forsyth
Gudger, Evelyn H.	Marshall.....	Madison
Hackett, Nena A.	North Wilkesboro	Wilkes
Hackney, Bessie Hill	Durham.....	Durham
Hall, Abbie Denny	Belmont.....	Gaston
Hall, Mary Elva	Belmont.....	Gaston
Hall, Mary Fries	Lenoir.....	Caldwell
Hampton, Belle	Greensboro.....	Guilford
Hamrick, Gertrude	Shelby.....	Cleveland
Hanes, Blanche March ...	Mocksville.....	Davie
Hannah, Zorah F.	Waynesville.....	Haywood
Harper, Annie Lee	Wakefield.....	Wake

NAME	POSTOFFICE	COUNTY
Harper, Winifred	Snow Hill.....	Greene
Harrell, Beatrice Lorinne ..	Corapeake.....	Gates
Harris, Alice G.	Youngsville.....	Franklin
Harris, Maude B.	Raeford.....	Cumberland
Hart, Cora	Mooreville.....	Rowan
Hartley, Ellen F.	Lexington.....	Davidson
Hassell, Edith	Edenton.....	Chowan
Hassell, Paulina	Edenton.....	Chowan
Hauser, Effie Blanche	Pfafftown.....	Forsyth
Hawkins, Lucy Josephine ..	Louisburg.....	Franklin
Hawkins, Pearle	Wilson.....	Wilson
Haywood, Alice O.	Fayetteville.....	Cumberland
Henderson, Rebecca Lea ...	Yanceyville.....	Caswell
Hiatt, Mollie Margie	Pilot Mountain..	Surry
Hicks, Belle	Henderson.....	Vance
Hicks, Vesta C.	Marion.....	McDowell
Hightower, Mamie Burton ..	Reidsville.....	Rockingham
Hocutt, Nellie M.	Rocky Point....	Pender
Hodges, Ethel	Kinston.....	Lenoir
Hodges, Olivia	Washington.....	Beaufort
Holloway, Lizzie Pearl ...	Morganton.....	Burke
Holloway, Pearl Shaw	Redwood.....	Durham
Holmes, Annie Hill	Wilmington.....	New Hanover
Hoskins, Nell	Summerfield.....	Guilford
Howell, Elizabeth	Asheville.....	Buncombe
Howell, Hattie Sherrod ...	Speed.....	Edgecombe
Howell, Mabel	Goldsboro.....	Wayne
Hulcher, Margaret E.	Todd.....	Watauga
Hunter, Annie May	Henderson.....	Vance
Hunter, Mary	Brinkleyville....	Halifax
Huske, Harriette Eleanor ..	Fayetteville.....	Cumberland
Huske, Kate M.	Winston-Salem...	Forsyth
Hyman, Elizabeth Spruill ..	Hobgood.....	Martin
Hyman, Emilie S.	Hobgood.....	Martin
Hyman, Mary Watson	Hobgood.....	Martin
Ingram, Daisy Banks	Little's Mills....	Richmond
Ives, Bessie	Bayboro.....	Pamlico
Jackson, Ray G.	Greensboro.....	Guilford
Jeffress, Mary Elizabeth ..	Canton.....	Haywood
Jeffreys, Katherine	Goldsboro.....	Wayne
Jenkins, Maida Wrenn ...	Carthage.....	Moore
Jennings, Frances	Shelby.....	Cleveland
John, Margaret Warren	Tarboro.....	Edgecombe
Johnson, Bessie,	Farmer.....	Randolph
Johnson, Flieda	Greensboro.....	Guilford
Johnson, Mina	Clayton.....	Johnston
Johnson, Vada	Farmington.....	Davie
Johnston, Grace Elizabeth ..	Harrisburg.....	Mecklenburg
Johnston, Mary Ola	Mooreville.....	Iredell

NAME	POSTOFFICE	COUNTY
Jones, Lucy E.	Greensboro.....	Guilford
Jones, Marie L.	New Bern.....	Craven
Jones, Will Lois	Greensboro.....	Guilford
Jordan, Susie A.	Conover.....	Catawba
Joyce, Mary P.	Danbury.....	Stokes
Joyce, Nellie M.	Danbury.....	Stokes
Keeter, Viola	Grover.....	Cleveland
Kelley, Emma Gertrude ...	Mt. Holly.....	Gaston
Kelly, Ethel Penelope	Carthage.....	Moore
Kennedy, Marjorie	Kinston.....	Lenoir
Kernodle, June Ray	Graham.....	Alamance
Kimball, Alice L.	Hargrove.....	Granville
Kime, Katie	Greensboro.....	Guilford
Kirkpatrick, Elizabeth A. .	Clyde.....	Haywood
Knight, Cora Lee	Stokesdale.....	Rockingham
Knight, Mary Isabel	Rockingham.....	Richmond
Knox, Elizabeth A.	Statesville.....	Iredell
Koonce, Inez F.	Trenton.....	Jones
Koonce, Laura Elizabeth .	Richlands.....	Onslow
Koonce, Zannie	Jacksonville.....	Onslow
Lacy, Frances	Raleigh.....	Wake
Lacy, Nannie.....	Raleigh.....	Wake
Lambe, Clara Irene	Siler City.....	Chatham
Landis, Florence Pugh	Oxford.....	Granville
LaRoque, Nannie Elizabeth ..	Kinston.....	Lenoir
Lasley, Lola Jeannette	Burlington.....	Alamance
Lassiter, Rena Gray	Wake Forest....	Wake
Leary, Bettie	Merry Hill.....	Bertie
Ledbetter, Alice Cordelia ..	Greensboro.....	Guilford
Leggett, Lena	Scotland Neck...	Halifax
LeGwin, Mary Elizabeth ..	Wilmington.....	New Hanover
Lentz, Ada Lillian	Gold Hill.....	Cabarrus
Lentz, Winnie Lee	Hickory.....	Catawba
Lewis, Mary Etta	Scotland Neck...	Halifax
Lewis, Sallie Walker	Milton.....	Caswell
Little, Allie G.	Parmelee.....	Pitt
Little, Maud	Charlotte.....	Mecklenburg
Love, Lois	Taylorsville.....	Alexander
Lovelace, May A.	Wilson.....	Wilson
Lowndes, Lizzie Wingate .	Yanceyville.....	Caswell
Lynn, Norma Brooks	Cary.....	Wake
Lyon, Mary Ethel	Raleigh.....	Wake
McArn, Nannie H.	Maxton.....	Scotland
McArthur, Katie Jane	Parkton.....	Robeson
McBrayer, Carrie	Mooresboro.....	Cleveland
McBrayer, Olive	Shelby.....	Cleveland
McBryde, Jane Brown	Red Springs.....	Robeson
McCanless, Saide	Granite Quarry...	Rowan

NAME	POSTOFFICE	COUNTY
McCulloch, Mary	Greensboro.....	Guilford
McFadyen, Amelia Frances	Waynesville.....	Haywood
McIntosh, Louise	Waynesville.....	Haywood
McKay, Lassie Louine	Council.....	Bladen
McLendon, Nellie	Matthews.....	Union
McMillan, Jessie Elizabeth	Fayetteville.....	Cumberland
McNairy, Lake	Pomona.....	Guilford
McNeill, Cora Isabel	Maxton.....	Robeson
McWhorter, Winnie	Mt. Olive.....	Wayne
Maddry, Eva	Chapel Hill.....	Orange
Mann, Marianna	Barium Springs..	Iredell
Marsh, Meta Pearl	Alderman.....	Cumberland
Martin, Annie Laurie	Salisbury.....	Rowan
Mason, Edith	Stanley.....	Gaston
Mauney, Rachael English ..	Salisbury.....	Rowan
Mauney, Winnie	Robbinsville.....	Durham
Maxwell, Lula	Whitehead.....	Alleghany
Meisenheimer, May A.	Morven.....	Anson
Mewboorne, Mary Glenn ..	Kinston.....	Lenoir
Middleton, Ida Lee	Goldsboro.....	Wayne
Milholland, Lou Nona	Washington.....	Beaufort
Miller, Elbie Florence	Asheboro.....	Randolph
Mitchell, Mary Baldwin ...	Wilmington.....	New Hanover
Monroe, Maggie Scott	Argyle.....	Cumberland
Monroe, Mary Agnes	Fayetteville.....	Cumberland
Moore, Fannie	Greenville.....	Pitt
Moore, Marietta	Mooresboro.....	Cleveland
Moring, Annie	Asheboro.....	Randolph
Morrison, Hallie	Statesville.....	Iredell
Morrow, Annie E.	Mebane.....	Orange
Moyle, Nellie M.	Salisbury.....	Rowan
Munds, Annette Claypole ..	Wilmington.....	New Hanover
Mundy, Ida May	Denver.....	Catawba
Murphy, Mary Isabelle ...	Salisbury.....	Rowan
Murr, Elinor S.	Wadesboro.....	Anson
Muse, Mabel Birchette	Cameron.....	Moore
Nance, Grace	Greensboro.....	Guilford
Norfleet, Katharine	Roxobel.....	Bertie
Ogburn, Bright Swindell ..	Monroe.....	Union
Olive, Corday Ruth	Greensboro.....	Guilford
Olive, Edith Mozelle	Greensboro.....	Guilford
Orr, Mary	Charlotte.....	Mecklenburg
Owen, Hattie Starr	Fayetteville.....	Cumberland
Paddison, Katherine	Burgaw.....	Pender
Paris, Nemmie Garrett	Rocky Mount....	Nash
Parker, Beulah	Monroe.....	Union
Parker, Irene McRay	Cotton.....	Cumberland
Parker, Kate Banner	Mt. Airy.....	Surry

NAME	POSTOFFICE	COUNTY
Parker, Margaret Burgwin	Monroe.....	Union
Parrott, Sallie E.	Kinston.....	Lenoir
Parsons, Allie	Randleman.....	Randolph
Paschal, Helen	Siler City.....	Chatham
Patterson, Cara	Burlington.....	Alamance
Patterson, Grace	Concord.....	Cabarrus
Patterson, Helen Grey	Concord.....	Cabarrus
Payne, Marie Elsie	Madison.....	Rockingham
Peedin, Minnie Lee	Selma.....	Johnston
Pendley, Eola B.	Blowing Rock...	Watauga
Pepper, Sarah Blanche	Danbury.....	Stokes
Person, Gertrude	Pikeville.....	Wayne
Person, Lula Bet	Laurel.....	Franklin
Petty, Martha Tomlinson	Archdale.....	Randolph
Pickett, Margaret	Liberty.....	Randolph
Pitt, Mary Bland	Old Sparta.....	Edgecombe
Poindexter, Virginia	Donnaha.....	Yadkin
Pope, Velna	Seaboard.....	Northhampton
Powell, Carrie	Lenoir.....	Caldwell
Powell, Etta E.	Whitakers.....	Nash
Powers, Mamie	Oriental.....	Pamlico
Powers, Willard	Rutherfordton...	Rutherford
Pressly, Josephine	Lincolnton.....	Lincoln
Proctor, Leslie Gilliam	Lumberton.....	Robeson
Pulliam, Bessie Maynard	Roxboro.....	Person
Query, Alma Melinda	Concord.....	Cabarrus
Ragsdale, Lena	Fuquay Springs..	Wake
Ramsaur, Mary A.	China Grove....	Rowan
Ransom, Minnie Hunt	Raleigh.....	Wake
Ratliffe, Mary Delle	McFarlan.....	Anson
Ratliff, Mary Elizabeth	Wadesboro.....	Anson
Ray, Judea	Danbury.....	Stokes
Redmond, Kathleen Pearl	Tarboro.....	Edgecombe
Redmond, Margaret	Tarboro.....	Edgecombe
Reeves, Ruth	Blowing Rock...	Watauga
Reid, Daisy Victoria	Henrietta.....	Rutherford
Reid, Helen Pemberton	Reidsville.....	Rockingham
Reid, Mary	Charlotte.....	Mecklenburg
Reinhardt, Louise	Stanly.....	Lincoln
Reitzel, Lois Henry	Hartshorn.....	Alamance
Rhyne, Nena	Gastonia.....	Gaston
Richmond, Lizzie Lewis	Milton.....	Caswell
Rieger, M. Elizabeth	Southport.....	Brunswick
Roberts, Eunice Hall	Shelby.....	Cleveland
Robertson, Pearl Sylvina	Washington, D. C	
Robinson, Elizabeth Hicks	Fayetteville....	Cumberland
Robinson, Janie B.	Clinton.....	Sampson
Robinson, Mary	Morven.....	Anson

NAME	POSTOFFICE	COUNTY
Rogers, Maud Fleetwood	Durham	Durham
Ross, Minnie Foard	Concord	Cabarrus
Rudisill, Francis Janette	King's Mountain	Cleveland
Sanford, Mary Louise	Mocksville	Davie
Scales, Nellie	Martinsville, Va.	Henry
Sessoms, Clara Elizabeth	Greensboro	Guilford
Shaw, Mattie Kate	Carthage	Moore
Sheppard, Kate S.	Winston-Salem	Forsyth
Shuford, Linda Lowe	Newton	Catawba
Sidbury, Edith	Scott's Hill	Pender
Silva, Angelita da	S. Sebastiao da Estrella, Brazill.	
Simmons, Carrie V.	Washington	Beaufort
Simpson, Annie Joe	Summerfield	Rockingham
Simpson, Della Mildred	Summerfield	Rockingham
Sloan, Clara Edith	Belmont	Gaston
Sloan, Harriet Atwood	Teacheys	Duplin
Smith, Anna	Norwood	Stanly
Smith, Mamie Adella	Whiteville	Columbus
Smith, Myrtle Irene	Pilot Mountain	Surry
Smith, Sallie Slocumb	Dunn	Harnett
Smith, Sue	Dunn	Harnett
Smithwick, Mattie	Woodard	Bertie
Smoak, Jessie Gowan	Wilkesboro	Wilkes
Snipes, Dora May	Goldsboro	Wayne
Spain, Rosa Lee	Henderson	Vance
Spainhour, Willie C.	Morganton	Burke
Speight, Agnes Granbery	Roper	Washington
Spruill, Alice	Oriental	Pamlico
Spruill, Bertie	Oriental	Pamlico
Stancill, Christine	Hill	Pitt
Stancill, Clyde	Hill	Pitt
Stancill, Miriam R.	Washington	Beaufort
Stephens, Bessie May	Osmond	Caswell
Stern, Sadie	Scotland Neck	Halifax
Stevens, Eliza	Goldsboro	Wayne
Stevens, Hannah Leola	Orbit	Bladen
Stevens, Marion Lee	Goldsboro	Wayne
Stough, Mellie Brown	Cornelius	Mecklenburg
Strickland, Annie Belle	Louisburg	Franklin
Strudwick, Mary Burwell	Greensboro	Guilford
Summerell, Jane	China Grove	Rowan
Thomas, Lena Elizabeth	Williamston	Martin
Thornton, Flora	Salisbury	Rowan
Thorp, Mary Arrington	Rocky Mount	Nash
Toler, Mamie A.	Goldsboro	Wayne
Townsend, Bessie C.	Greensboro	Guilford
Townsend, Virginia	Greensboro	Guilford
Tuggle, Carolyn	Martinsville, Va.	Henry
Tull, Winifred Ruby	Kinston	Lenoir
Turner, Bernice	Statesville	Iredell

NAME	POSTOFFICE	COUNTY
Umstead, Claude Llewellyn	Rougemont.....	Durham
Vandegrift, Hattie M.	Gilbert.....	Moore
Venable, Jean S.	Wilson.....	Wilson
Vernon, Anna	Wake Forest....	Wake
Vernon, Lettie Mary	Greensboro.....	Guilford
Vickery, Mary A.	Loray.....	Iredell
Vinson, Nina Norvell	Brinkleyville....	Halifax
Walters, Mary Olive	Hertford.....	Perquimans
Wardlaw, Harriet C.	Greensboro.....	Guilford
Warren, Kilty	Newton Grove...	Sampson
Weather, Pearl	Shelby.....	Cleveland
Webb, Selma C.	Shelby.....	Cleveland
Wells, Daisy Jones	Kenansville.....	Duplin
Wells, Hattie	Kenansville.....	Duplin
Whitaker, Lulie Wills	Enfield.....	Halifax
White, Grace Watson	Concord.....	Cabarrus
White, Iola	Mebane.....	Alamance
White, Lelia Wiggins	Henderson.....	Vance
White, Pattie Vaughn	Mebane.....	Alamance
White, Willie	Concord.....	Cabarrus
Whitehurst, Lucy	Scotland Neck...	Halifax
Wicker, Valesta Myrtie	Lockville.....	Chatham
Wilhelm, Annie Burns	Statesville.....	Iredell
Willeford, Irma	King's Mountain.	Cleveland
Williams, Mary	Mooreville.....	Iredell
Williams, Mattie E.	Greensboro.....	Guilford
Williams, Sue Pretlow	Warrenton.....	Warren
Willis, Georgia Alden	Morehead City...	Carteret
Wills, Annie Louise	Brinkleyville....	Halifax
Wilson, Daisy	Danville, Va.....	Caswell
Wilson, Fannie	Danville, Va.....	Caswell
Wilson, Lucretia	Winston-Salem...	Forsyth
Wilson, Maggie Rebecca ...	Charlotte.....	Mecklenburg
Wilson, Nora Belle	Gastonia.....	Gaston
Winstead, Annie	Nashville.....	Nash
Withers, Anna May	Lillington.....	Harnett
Wood, Kate I.	Hickory.....	Catawba
Wooten, Louise	LaGrange.....	Lenoir
Wray, Lucie Blair	Reidsville.....	Rockingham
Wright, Frances P.	Shortoff.....	Macon

STUDENTS IN TEACHER'S COURSE NOT CANDIDATES FOR DEGREES

Anderson, Olive V.....	Altamahaw.....	Caswell
Beatty, Hattie L.....	Stanley.....	Lincoln
Blanton, Annie Barr.....	Moorestboro.....	Cleveland
Bridges, Lillah E.....	Moorestboro.....	Cleveland
Carson, Florence.....	Bessemer City...	Gaston
Crater, Mary E.....	Marion.....	McDowell
Fryar, Vannie.....	McLeansville.....	Guilford
Grantham, Daisy.....	Greensboro.....	Guilford
Hardin, Joanna	Pleasant Garden	Guilford
Hardin, Lucilla	Pleasant Garden	Guilford
Harper, Will.....	Snow Hill.....	Greene
Hawkins, Annie Rebecca...	Brown Summit..	Guilford
Hunter, Norfleet.....	Oxford.....	Granville
Kittrell, N. Bonnor.....	Winterville.....	Pitt
Leary, Amanda.....	Colerain.....	Bertie
Leonard, Pearl.....	Ramseur.....	Randolph
Linn, Marie Lucile.....	Rockwell.....	Rowan
McLawhorn, Minnie E.....	Winterville.....	Pitt
McLendon, Mary E.....	Matthews.....	Union
Marlowe, Nannie L.....	Fountain.....	Pitt
Marshall, Frances W.....	White Plains ...	Surry
Mathews, Lillian.....	Reidsville.....	Rockingham
Moore, Florence.....	Reidsville.....	Rockingham
Morgan, Alma.....	Glover.....	Nash
Peace, Etta Ferebee.....	Oxford.....	Granville
Pegram, Ella Valeria.....	Greensboro.....	Guilford
Pittman, Mary R.....	Macclesfield.....	Edgecombe
Ray, Alice E.	Roger's Store...	Wake
Scott, Josephine.....	Graham.....	Alamance
Shaeffer, Mary V.....	Barber.....	Rowan
Smith, Sudie.....	Faro.....	Wayne
Tuttle, Dora Elizabeth....	Gamewell.....	Caldwell
Watson, Docia.....	Marietta.....	Robeson
Wesley, Josephine Annie...	Chadbourn.....	Columbus
Williams, Meta Foy.....	Beasley.....	Sampson
Williams, Sallie.....	Newton Grove...	Sampson
Wilson, Ola	Greensboro	Guilford

TOTAL NUMBER RECEIVING INSTRUCTION FROM THE INSTITUTION

Number of students in College	461
Number of pupils in Training School	384
Total number taught	845

SUMMARY

BY COUNTIES OF NORTH CAROLINA

10 Alamance	8 Forsyth	2 Orange
1 Alexander	6 Franklin	7 Pamlico
1 Alleghany	9 Gaston	3 Pender
7 Anson	1 Gates	2 Perquimans
1 Ashe	1 Graham	3 Person
5 Beaufort	7 Granville	9 Pitt
4 Bertie	5 Greene	1 Polk
3 Bladen	37 Guilford	9 Randolph
1 Brunswick	8 Halifax	2 Richmond
3 Buncombe	3 Harnett	5 Robeson
6 Burke	6 Haywood	11 Rockingham
8 Cabarrus	1 Henderson	16 Rowan
4 Caldwell	1 Hertford	4 Rutherford
1 Camden	13 Iredell	6 Sampson
1 Carteret	3 Johnston	3 Scotland
10 Caswell	1 Jones	1 Stanly
7 Catawba	12 Lenoir	4 Stokes
5 Chatham	3 Lincoln	4 Surry
2 Chowan	3 Macon	6 Union
14 Cleveland	1 Madison	6 Vance
4 Columbus	4 Martin	12 Wake
1 Craven	2 McDowell	2 Warren
11 Cumberland	8 Mecklenburg	1 Washington
1 Currituck	1 Montgomery	4 Watauga
3 Davidson	8 Moore	14 Wayne
6 Davie	8 Nash	3 Wilkes
4 Duplin	5 New Hanover	4 Wilson
7 Durham	1 Northhampton	1 Yadkin
10 Edgecombe	3 Onslow	1 Yancey

SCOPE OF PATRONAGE

The following interesting and suggestive table of statistics, obtained from the students themselves, shows the character of the patronage of the Institution:

Number of students	458
Number of counties represented	87
Average age of students	20½
Number of graduates of other institutions for women..	8
Number who have taught	95
Number who are defraying their own expenses	132
Number whose fathers are not living	105
Number whose fathers are farmers	156
Number whose fathers are merchants	54
Number whose fathers are clergymen	3
Number whose fathers are physicians	16
Number whose fathers are druggists	2
Number whose fathers are teachers	6
Number whose fathers are lawyers	17
Number whose fathers are lumber dealers	7
Number whose fathers are travelling salesmen	5
Number whose fathers are manufacturers	11
Number whose fathers are mechanics	8
Number whose fathers are railroad employees	4
Number whose fathers are real estate agents	3
Number whose fathers are carpenters	3
Number whose fathers are insurance agents	6
Number whose fathers are hotel keepers	3
Number whose fathers are contractors	3
Number whose fathers are editors	2
Number whose fathers are bookkeepers	5
Number whose fathers are government officials	12
Number whose fathers are bankers	2
Number whose fathers have retired from business	6
Number educated partially or entirely in public schools,	419
Number who, according to their own statement, would not have attended any North Carolina college, if they had not become students of the State Normal and Industrial College	279

THESE FIGURES SHOW

1. That over one-fourth of the students of the past year defrayed their own expenses.
2. That 279 students, or 60 per cent., would have attended no other North Carolina college.
3. That 419 students, or 91 per cent., received their preparation partially or entirely in the public schools.

STANDING COMMITTEES OF THE FACULTY

The president is ex-officio a member of all Committees.

ON THE CURRICULUM

Mr. Smith, Miss Mendenhall, Miss Boddie, Miss Petty

ON SUBSTITUTIONS AND PETITIONS

Miss Coit, Miss Petty

ON CATALOGUE AND PUBLICATIONS

Mr. Smith, Miss Boddie, Mr. Forney

**ON SCHEDULE OF RECITATIONS AND
EXAMINATIONS**

Miss Mendenhall, Miss Petty, Miss Boddie

ON THE LIBRARY

Miss Annie Petty, Mr. Smith

ON GROUNDS AND BUILDINGS

Mr. Hammel, Miss Coit, Mr. Gudger, Miss Fort

ON ENTERTAINMENTS

Mrs. Sharpe, Miss Brockmann, Mr. Brockmann,
Mr. Hoexter

ON CLASSIFICATION

Seniors: Miss Boddie, Miss Coit.

Juniors: Miss Fort, Miss Moore.

Sophomores: Miss Petty, Miss Lee, Miss Morrow,
Miss Parker.

Freshmen: Miss Mendenhall, Miss Jamison, Mrs.
Sharpe, Miss Snyder.

Irregulars: Chairman of the other Committees on
Classification.

Second Preparatory: Miss Fort, Miss Winfield.

First Preparatory: Miss Bond, Miss Raines, Miss
Parker.

Department of Manual Arts

The importance of teaching the Manual Arts is fully recognized in educational circles. No plea is needed for its introduction into all schools, but the majority of teachers, because of their lack of training, have not been able to make it a part of their school work.

The Manual Arts Department of the State Normal and Industrial College was organized to meet the growing demand in the South for teachers of the manual arts. The course is planned to give to teachers of all grades in rural as well as in city schools an opportunity to prepare themselves as instructors in the manual arts.

The course has been arranged with a view to the use of inexpensive and, so far as possible, native materials, so that the manual arts may be practicable in all schools, and need not be excluded from any on account of additional cost.

The following is a general outline of the training courses offered for the preparation of Manual Training teachers.

MANUAL TRAINING COURSE

ELEMENTARY SCHOOL COURSE

- I. Hand Work for the Primary Grades—This work includes clay modeling, basketry, cordwork, weaving, drawing, and construction in paper, cardboard, wood, and bent iron..... Miss Raines
Practical work by pupils and discussions of processes and methods of teaching.
- II. Wood-working for Intermediate and Grammar Grades.—Knife work; use of bench tools; study of materials and methods of construction, Mr. Hammel

The Sloyd system of wood-working will be the basis of this work. Such work in joinery will be given as time will permit.

- III. Drawing.—Free-hand drawing; mechanical drawing; elements of projection as applied to working drawings Mr. Hammel
- IV. Wood Carving Miss Fort
- V. Professional Work.—Psychology, and theory and practice of teaching manual training.
- (a) Principles of, and their application to the teaching of manual training.
 - (b) Organization and management of manual training classes in public schools.
 - (c) History and literature of manual training (Lectures and assigned readings).
 - (d) Place of manual training in education; relation to social life; relation to curriculum; development of lesson plan; study of practical conditions.
 - (e) Observation of teaching and practice teaching throughout the second year.
- Miss Raines, Mr. Foust, and Mr. Hammel
- VI. Organization of Manual Training.—Discussion, essays, investigations Mr. Hammel
- VII. Round Table Discussions of the Problems in the Theory and Practice of Manual Training.
- Miss Raines, Mr. Foust, and Mr. Hammel

ELECTIVES

Electives in (1) Science, (2) Mathematics, (3) English, (4) Physical Training, and professional reviews of common school branches will be taken, the equivalent of one period daily throughout the course.

In selection of electives, students will be expected to advise with the director of the Manual Arts Department.

TIME LIMIT

The Manual Training Course is planned with the idea that 1500 periods of work in shop, class-room and laboratory are necessary for the proper completion of the work in the course.

CERTIFICATES

A certificate is granted to students who complete the course, and pass all required examinations.

QUALIFICATIONS FOR ADMISSION

Completion of the course of study outlined in the college catalogue through Junior year, or an equivalent, will admit students to the special department of Manual Arts. Students will not be required to remain a day longer than is necessary to properly complete a course for graduation, and will not be graduated under any circumstances without completing a course in a satisfactory manner.

FEES

The tuition fee in each course will be \$80.00 a year for non-residents of the State and \$60.00 for residents of the State. One-half payable at the opening of college, and the remainder at the middle of the year.

EXPENSES

All students who board and room in the College pay:	
Entrance fees	\$28 00
Tuition fee	80 00
Board	79 00
Laundry	18 00
Total	<hr/> \$205 00

TIME OF OPENING

The college will open September 18, 1907. The college year is divided into two terms of equal length, the second beginning January 27, 1907.

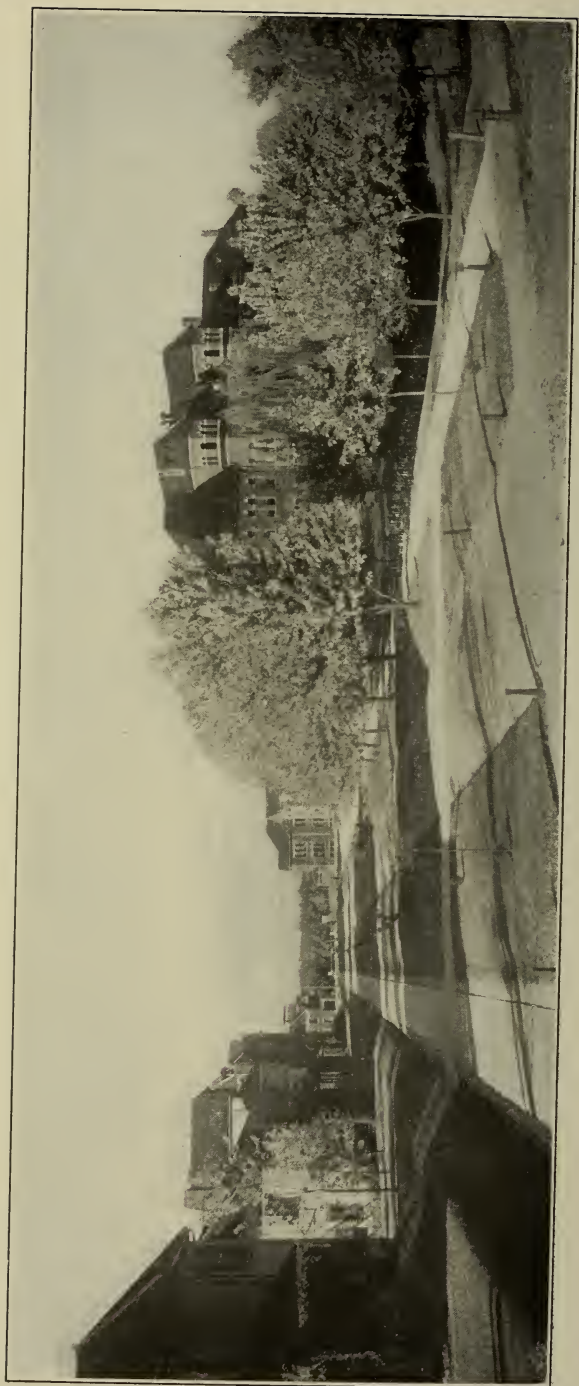
OPPORTUNITIES FOR PRACTICE TEACHING

Students will be given opportunities for observation and practice teaching in the College Training School for Teachers.

At the present time most people who can be secured to teach Manual Training have no professional training fitting them for their work, and no opportunity for practice work. The advantage of a training school offering these opportunities must be obvious to all.

AIMS OF THE DEPARTMENT

In the administration of these courses it will be the aim to prepare teachers who will be competent to organize work in the different fields for which they have been prepared, in connection with existing public school systems. While the students taking these courses will have the benefit of a far better equipment than can be provided in most systems of schools, they will be trained with reference to the development of power and skill in organizing and carrying on work under such conditions as to equipment as can be supplied in any village or city school system. The professional side of the work, that of training to teach others, will be made a prominent feature throughout the course.



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